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ABSTRACT

The purpose of this programming guide is to assist local and intermediate Michigan school districts in planning, developing, and implementing programs and services for secondary special education. The first chapter, "Delivery of Secondary Programs and Services," outlines the program's philosophy, effective program development, a program continuum, rule considerations, curriculum development, and development of individualized education programs. Chapter II, "Guidelines for the Development of a Special Education Credit-Based Curriculum Leading to a High School Diploma," presents the secondary special education curriculum, administrative rules pertaining to special education, and requirements of Michigan general school laws. Chapter III deals with personal adjustment education. The next four chapters cover prevocational education, vocational education, vocational evaluation, and work-study services. A chapter on transition services presents a model which focuses on transition planning, community placement, referral to supportive services, and program exiting procedures. The final chapter deals specifically with programming for the trainable and severely mentally impaired. Appendices, which make up the bulk of the document, contain student progress report forms, a transition plan form, a follow-up survey form, vocational evaluation report form, other administrative forms, course information, and tables and charts to support the main text. References are provided, arranged by topic. (JDD)

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Secondary Special Education Program Manual

Special Education Services
Michigan Department of Education

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Foreword

This manual is Michigan's first comprehensive programming guide which exclusively targets secondary special education students. It reflects the combined expertise of more than forty of Michigan's leading secondary special educators, parents and adult service providers.

On March 10, 1987, the Michigan Department of Education, Special Education Services, created a committee to develop a manual on secondary special education programs. Its purpose was to provide information and program suggestions to assist local and intermediate school districts in planning, developing and implementing programs and services for secondary special education students in the state.

This document is not meant to be inclusive of all possible delivery options, nor does it endorse one specific option. It discusses the importance of a team approach to planning, implementing and program follow-up for secondary students.

All facets of secondary programming addressed within this manual are intended to support the efforts of local special education programmers, first, to select appropriate components, and, secondly, to mold all of these separate parts into a total quality program for each secondary special education student.

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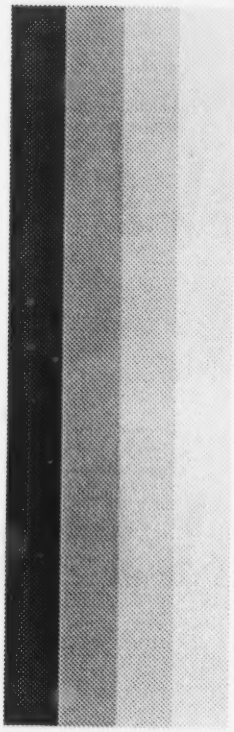

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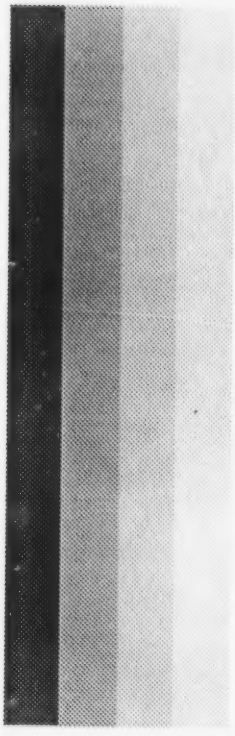

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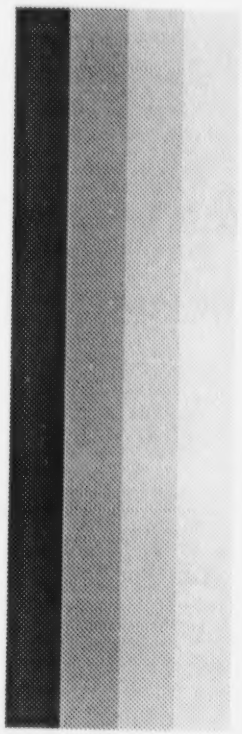
Chapter 1



Delivery of Programs and Services

I. Philosophy

Each local education agency (LEA) should develop a statement of philosophical goals designed to fulfill the unique needs of special education students within its service area. This statement must be constructed within the framework of state and federal rules and regulations and should reflect the universal special education needs for (1) student placement in the least restrictive environment (LRE), and (2) maximal development of student potential.

The underlying precepts of this chapter may serve as a rudimentary guide for the preparation of an LEA's statement of philosophical goals. They are:

- Each special education student will be provided an opportunity to develop as completely as possible his/her individual potential in cognitive, academic, behavioral, social, psychomotor and vocational skills.
- All students are individuals with unique needs, and should be actively encouraged to nurture and perpetuate their desire for knowledge and growth.
- Skills should be taught in the least restrictive environment in order to balance the requirement of the special education student for a supportive educational environment with the social and educational ideal of unqualified integration in a regular education classroom setting.
- Education's goal is the development of life skills which prepare the student for personal independence, economic usefulness and community participation insofar as the unique characteristic(s) of the individual student will permit. [1]

II. Effective Program Development

Development of each special education program should reflect: (1) the needs of the students who will receive the program's constituent services, and (2) the LEA's philosophy. A number of specific steps have been generated to facilitate effective program development:

A. Identification of Needs

Prerequisite to effective program development is the identification of the number of students who would benefit from special education and of the types of programs and services which would most effectively meet the needs of those students.

B. Program Philosophy

The foundation of each program should be a general statement of philosophy which will also serve as a guide for ongoing program refinement.

C. Identification of Goals

Long-term program success is dependent on the consistent direction of an overall statement of goals which should be established by the local (LEA) and intermediate (ISD) school districts.

D. Identification of Curriculum Components

The LEA should develop appropriate curricular options to address the cognitive, affective, vocational, behavioral, academic and psychomotor needs of special education students.

E. Delivery System

Creation of a continuum of programs and services by the LEA will facilitate the efforts of special education students to attain their individual goals.

F. Program Evaluation

The effectiveness of the total program can best be ascertained through a systematic, workable process of evaluation, based upon expected student outcomes.

G. Program Recommendations

Changes in goals, curriculum, facilities, and program delivery should be based on effective program evaluation.

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[1] See Appendix A-1, page 65.

H. Additional Considerations

Several other contributory factors should be weighed in the continual process of program development:

1. The LEA is advised to examine the concept of least restrictive environment (LRE). Of specific concern should be program location and overall student assignment. Both should reflect the fullest possible integration of special education and regular education.

2. The effectiveness of a local special education program is proportional to the degree of support among its employees. To encourage philosophical agreement, the LEA should construct a statement of goals which provides employees with common perspective.

3. Maximum student achievement requires an orderly continuity of curriculum. Thus, communication should be effectively articulated between school levels, i.e., between elementary and middle school/junior high and between middle school/junior high and high school. Persistent efforts should also be made to involve parents, community groups and other local agencies in this interactive approach.

III. Program Continuum

A. Continuum Overview

A full spectrum of options should be available to students who need one or more services from special education. Program and service options should be carefully reviewed to identify the least restrictive environment. For example, the widest-ranging least restrictive program which can be afforded a special education student is full-time placement of the student in regular education classes with ancillary and related services provided by one or more special education support personnel.

Least restrictive options are to be available to satisfy the individual needs of each student. A sufficient range of ancillary and related services will meet any additional student needs.

The concept of least restrictive environment also mandates that consideration be given the physical proximity of special education programs to programs for the nonhandicapped, in order to promote opportunities for handicapped students to receive their education in programs shared with their nonhandicapped peers. [2]

B. Applicable Rules

By defining the major components of special education, Michigan's **Revised Administrative Rules for Special Education** [3] provide direction for the development of a continuum of programs and services.

1. Special Education

Rule 340.1701b(e)

Special education means specially designed instruction, at no cost to the parents, to meet the unique educational needs of the special education student and is designed to develop the maximum potential of the special education student. All of the following are included in the definition of special education:

- *(i) Classroom instruction*
- *(ii) Instruction in physical education*
- *(iii) Instructional services defined in **Rule 340.1701 a(d)***
- *(iv) Ancillary and other related services where specially designed instruction is provided and as identified in **Rule 340.1701(c) (ii), (iii), (v), (vi), and (vii)**.*

2. Instructional Services

Rule 340.1701a(d)

"Instructional services" means services provided by teaching personnel which are specially designed to meet the unique needs of a handicapped person up to age 25. These may be provided by any of the following:

- *(i) A preprimary teacher pursuant to **Rule 340.1755***
- *(ii) A teacher consultant pursuant to **Rule 340.1749***
- *(iii) A teacher of the speech and language impaired pursuant to **Rule 340.1745***
- *(iv) A teacher providing instruction to handicapped students who are homebound or*

[2] **See Appendix A-2, page 66.**

[3] **Effective July 1, 1987. Michigan Department of Education, Special Education Services. Post Office Box 30008, Lansing, MI 48909.**

*hospitalized pursuant to **Rule 340.1746**.*

*(v) A teacher providing instruction to students who are placed in juvenile detention facilities pursuant to **Rule 340.1757**.*

3. Categorical Programs

The basic special education classroom which provides instructional services to handicapped students is commonly called a categorical program. Each program (classroom) is designed to meet the educational needs of a group (category) of handicapped students, such as emotionally impaired (EI), specific learning disability (SLD), trainable mentally impaired (TMI), etc., and is taught by a teacher who has received a state-approved endorsement to teach students identified within the category of that specific handicapping condition. However, the IEPC may, with parental/guardian consent, and documented rationale, assign a student with one handicapping condition (EI, for example) to a categorical program designed for students with another handicapping condition (SLD, for example). Any secondary school with more than one special education classroom teacher may departmentalize under **Rule 340.1749c(1).**

The constituent categories are delineated in Michigan's **Revised Administrative Rules for Special Education**: [4]

Rule 340.1738. Severely mentally impaired programs.

Specific requirements for programs and services for the severely mentally impaired shall be as follows:

(a) An instructional unit for the severely mentally impaired shall consist of at least 1 teacher and 2 instructional aides for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional instructional aide is assigned with the placement of the thirteenth student. At least 1 full-time teacher and 1 full-time aide shall be employed in every program for the severely mentally impaired.

(b) Severely mentally impaired programs shall consist of a minimum of 230 days and 1,150 clock hours of instruction.

(c) Persons employed in a severely mentally impaired program shall have the following responsibility:

(i) Teachers shall be responsible for the instructional program and shall coordinate the activities of aides and supportive professional personnel.

(ii) Instructional aides shall work under the supervision of the teacher and assist in the student's daily training program.

(iii) Program assistants may assist the teacher and the instructional aides in the feeding, lifting, and individualized care of severely mentally impaired students.

(d) Curriculum for severely mentally impaired programs shall include all of the following:

(i) Cognitive skills.
(ii) Social skills.
(iii) Activities of daily living.
(iv) Leisure education.
(v) Language and communication skills.
(vi) Prevocational and vocational activities.

(e) Instructional and ancillary and other related services performed by the following persons shall be available as determined appropriate for the student's needs:

(i) A physical therapist.
(ii) An occupational therapist.
(iii) A teacher of the speech and language impaired.
(iv) A teacher consultant.
(v) A psychologist.
(vi) A school social worker.

(f) A registered nurse shall be reasonably available.

Rule 340.1739. Trainable mentally impaired programs.

Specific requirements for programs and services for the trainable mentally impaired are as follows:

(a) After August 31, 1975, all classrooms for the trainable mentally impaired shall be provided in buildings constructed or renovated for use as school facilities.

(b) A classroom unit for the trainable mentally impaired shall consist of either of the following:

(i) One teacher and 1 teacher aide for a maximum of 15 students.

(ii) One lead teacher with maximum of 3 instructional aides for a maximum of 30

[4] Ibid.

students, with not more than 10 students for each aide.

Rule 340.1740. Educable mentally impaired programs; number of students.

(1) Elementary programs for the educable mentally impaired shall serve not more than 15 different students. When an elementary program for the educable mentally impaired has 12 or more students in the room at one time, an aide shall be assigned to the program.

(2) Secondary programs for the educable mentally impaired shall have not more than 15 different students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

Rule 340.1741. Emotionally impaired programs; number of students

Programs for the emotionally impaired shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

Rule 340.1742. Hearing impaired programs; effective dates.

(1) Specific requirements for programs and services for hearing impaired persons are as follows:

(a) A special class with 1 teacher shall have an enrollment of not more than 7 students.

(b) Group amplification devices deemed necessary for instruction by the individualized educational planning committee shall be provided. The public agency shall insure that the amplification devices worn by hearing impaired children in school are functioning properly.

(c) Communication skills and language shall be emphasized as an integral part of the curriculum.

(2) The Michigan school for the deaf shall be considered a part of the total continuum of services for hearing impaired persons. The following procedures are necessary for admission:

(a) A request for assignment to the Michigan school for the deaf shall be submitted by the intermediate school district superintendent or designee to the superintendent of the Michigan school for the deaf.

*(b) Before application, the person shall have been identified by the referring school district as hearing impaired pursuant to **Rule 340.1707a**.*

*(3) The resident district shall conduct the individualized educational planning committee meeting which initiated an assignment into the Michigan school for the deaf. Representatives of the intermediate school district of residence and the Michigan school for the deaf shall be invited to participate in the individualized educational planning committee meeting. Subsequent individualized educational planning committee meetings shall be reconvened pursuant to **Rule 340.1722c**.*

Rule 340.1743. Visually impaired programs.

(1) Specific requirements for programs and services for the visually impaired are as follows:

(a) Class size shall be determined by the severity and multiplicity of the impairments of the visually impaired students. A special class with 1 teacher shall have an enrollment of not more than the equivalent of 8 full-time students, and the teacher shall be responsible for the educational programming for not more than 10 different students.

(b) The curriculum shall include instruction in orientation and mobility, assistance in early development of comprehensive communication skills, personal adjustment education, and prevocational and vocational experience. The public agency shall insure that low vision aids, excluding prescription eye glasses, are available and functioning properly.

*(c) An agency operating special education programs and services for the visually impaired may also operate a program of transcription of education materials into braille pursuant to **Rule 388.261** to **Rule***

388.265 of the Michigan Administrative Code.

(2) The Michigan school for the blind shall be considered a part of the total continuum of services for visually impaired persons. The following procedures are necessary for admission:

(a) A request for assignment to the Michigan school for the blind shall be submitted by the intermediate school district superintendent, or his or her designee, to the superintendent of the Michigan school for the blind.

*(b) Before application, the person shall have been identified by the referring school district as visually impaired pursuant to **Rule 340.1708**.*

*(3) The resident district shall conduct the individualized educational planning committee meeting which initiates an assignment into the Michigan school for the blind. Representatives of the intermediate school district of residence and the Michigan school for the blind shall be invited to participate in the individualized educational planning committee meeting. Subsequent individualized educational planning committee meetings shall be reconvened pursuant to **Rule 340.1722e**.*

Rule 340.1744. Physically and otherwise health impaired programs.

(1) Programs for the physically and otherwise health impaired shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

(2) Adaptive devices deemed necessary for instruction by the individualized educational planning committee shall be provided.

(3) Special classroom units serving physically and otherwise health impaired shall provide not less than 60 square feet of floor space per person.

(4) Health care aides may be employed to serve in a supportive capacity to the nurse, physical therapist, or occupational therapist.

(5) Paraprofessionals may be employed to serve the program and may be assigned by the teacher to assist any of the following persons in a supportive capacity:

(a) A nurse.
(b) An occupational therapist.
(c) A physical therapist.
(d) A speech and language teacher.

Rule 340.1747. Specific learning disabilities programs; number of students.

Programs for the learning disabled shall have not more than 10 students in the classroom at any one time, and the teacher shall be responsible for the educational programming for not more than 15 different students.

Rule 340.1748. Severely multiply impaired programs.

Specific requirements for programs and services for the severely multiply impaired who are unable to function within other special education programs which deal with a single handicap are as follows:

(a) An instructional unit for the severely multiply impaired shall consist of at least 1 teacher and 2 instructional aides for a maximum of 9 students. At least 1 full-time teacher and 1 full-time aide shall be employed in every severely multiply impaired program.

(b) Severely multiply impaired programs shall consist of 230 days and 1,150 clock hours of instructions.

(c) The program for each student shall emphasize education relating to the multiple handicaps rather than education relating to a single handicap in isolation and shall encourage instructional or social experiences in programs for single disabilities for some portion of the instructional day. The individualized educational planning committee may recommend the portion of the day the student will spend in the experiences. An aide shall be available to meet the individual student's needs during this time, if necessary.

(d) Persons employed in severely multiply impaired programs shall have the following responsibilities:

(i) Teachers shall be responsible for the instruction program, shall coordinate the

activities of instructional aides and other supportive personnel, and shall maintain a systematic method of home-school liaison.

(ii) Instructional aides shall work under the supervision of the teachers.

(iii) Program assistance shall be utilized where necessary and shall have the responsibilities indicated in ***Rule 340.1738*** *for program assistants in severely mentally impaired programs; otherwise, instructional aides shall have these responsibilities.*

(e) Curriculum for severely multiply impaired programs shall include all of the following:

(i) Cognitive skills.
(ii) Social skills.
(iii) Activities of daily living.
(iv) Leisure education.
(v) Language and communication skills.
(vi) Prevocational and vocational activities.

(f) Instructional and ancillary and other related services performed by the following persons shall be available as determined appropriate for the student's needs:

(i) A physical therapist.
(ii) An occupational therapist.
(iii) A teacher of the speech and language impaired.
(iv) A teacher consultant.
(v) A psychologist.
(vi) A school social worker.

(g) A registered nurse shall be reasonably available.

Rule 340.1758. Classroom programs for the autistic impaired.

(1) Specific requirements for programs for the autistic shall be provided using either of the following alternatives:

(a) Programs that consist of 1 classroom program for the autistic impaired shall not have more than 5 students and shall be served by a teacher of the autistic. However, programs that consist of more than 1 classroom may have more than 5 students in a classroom, if the average student-to-teacher-and-aide ratio does not exceed 5 students to 1 teacher and 1 aide. A classroom with 3 or more students shall have 1 aide.

(b) A special education program described in section 1.6(2) of the intermediate school district plan set forth in ***Rule 340.1832*** *and approved by the state board of education that assures the provision of educational programming for autistic students.*

(2) Specific requirements for either program shall include, but not be limited to, all of the following:

(a) Language and communication development.
(b) Personal adjustment training.
(c) Prevocational education.

4. Resource Rooms (optional)

The resource room is a classroom program for students who do not need full-time placement in a special education setting. It can be made available to handicapped students whose daily special education needs are determined by their IEPCs to total no more than three class periods, and no more than two hours of instruction in the instructional content areas of language arts, mathematics, science, and social studies.

Students in a secondary resource room are taught by a special education teacher with a minimum of two years' experience, one year of which must have been acquired in a special education classroom. The caseload of a secondary resource room teacher is limited to a total of twenty students with no more than ten at a time. If the resource room is departmentalized, under **Rule 340.1749(c)** the teacher may serve not more than an average of ten students per class period per instructional day.

In addition to regular classroom responsibilities, the secondary resource room teacher may provide supplemental instructional services such as tutorial assistance. However, that teacher may not provide supplemental instruction during any classroom period when s/he is teaching a specific instructional content area. The instructional design within the departmentalized resource room is defined by **Rule 340.1749c.**[5]

When a student's handicapping condition does not match the teacher's area of certificate endorsement, the IEPC may, at its discretion, require the services of a teacher consultant - whose endorsement matches the

[5] **See Page 11, Column 2.**

student's handicapping condition - to provide consultation, resources, and support services to the resource room teacher on the student's behalf. This service shall be written on the student's IEP.

Rule 340.1749b.

(1) A special education secondary level resource program may be provided by a special education teacher who has 2 years of teaching experience, 1 of which shall be in a special education classroom. This program is designed for eligible handicapped students who, through individualized educational planning committee determination, need 3 periods or less of their instructional day in special education and who need 2 or less of the instruction content areas of language arts, mathematics, science, and social studies taught solely by the resource teacher.

(2) A secondary resource teacher shall serve not more than 10 students at any one time and have a caseload of not more than 20 different students and shall do either or both of the following:

(a) Provide direct instruction for special education courses approved for graduation by the local educational agency. The teacher may assign grades or other evaluative measures for this instruction.

(b) Provide support to the regular education classroom teachers to whom special education students on the resource room teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility.

(3) The secondary resource teacher may provide supplemental instruction to students on his or her caseload who are enrolled in regular education classes. The teacher shall not teach a class and offer tutorial assistance at the same time.

(4) If the special education teacher to whom the student is assigned does not have an endorsement in the area which matches the student's disability, the individualized educational planning committee shall determine if a teacher consultant with such credentials is needed to provide consultation, resources, and support services to the resource teacher.

(5) Secondary schools with more than 1 resource program may departmentalized pursuant to ***Rule 340.1749c****.*

5. Teacher Consultant

Supplementary services may be required to meet academic and/or behavioral needs of special education students. In the regular education classroom, the special education resource room, and, in some cases, the categorical classroom, these services are made available through a teacher consultant working in concert with the students' classroom teachers. The teacher consultant may not teach, or give credit for, a regular education or special education subject, class or course. The teacher consultant may be called upon to provide support service to a resource room teacher - if determined to be needed by the IEPC - when the teacher's special education endorsement is incongruent with a student's handicapping condition.

Rule 340.1749.

(1) The teacher consultant for special education shall do 1 or more of the following: (a) Provide instructional services to students who are enrolled in special education programs. Instructional services are supportive of the special education teacher. A teacher consultant shall not grade, give credit for, or teach a regular education or a special education subject, class, or course. (b) Provide instructional services to a student whose handicap is such that the student may be educated effectively within a regular classroom if this service is provided to the student. Instructional services are supportive of the regular education teacher. The teacher consultant shall not grade, give credit for, or teach a regular education subject, class, or course. (c) Provide consultation to education personnel on behalf of handicapped persons on the consultant's caseload. (d) Work as a member of a multidisciplinary evaluation team to assist in the evaluation of the educational needs of persons suspected of being handicapped.

(2) The teacher consultant shall carry an active caseload of not more than 25 handicapped students. All students served under this rule shall be counted as part of the caseload. In establishing the caseload, consideration shall be given to time for all of the following:

(a) Instructional services
(b) Evaluation
(c) Consultation with special and regular education personnel.
(d) Report writing.
(e) Travel.

(3) The teacher consultant shall not serve in supervisory or administrative roles.

6. Ancillary and Other Related Services

These are services designed to fulfill specific needs of handicapped persons.

Rule 340.1701.

(c) "Ancillary and other related services" means services specially designed to meet the unique needs of a handicapped person to age 25, including all of the following:

(i) Audiological, medical, psychiatric, psychological, speech and language, or educational evaluation.

(ii) Occupational, physical, recreational, music, art, or other therapy

(iii) Mobility and orientation services, and special education services provided by other nonteaching personnel

(v) School psychological and school social work services

(vi) Instruction provided to handicapped students who are homebound, hospitalized, or placed in juvenile detention facilities

(vii) Services to preprimary age children, which include, where appropriate, evaluation, therapy, consultation with parents, and training activities.

Other appropriate secondary services, not addressed in this rule, include, but are not limited to: work activity center services, vocational evaluation and work study.

IV. Delivery of Programs and Services

A. Rule Considerations

The following rules must be considered during the development of programs and services for special education. These specific programs and service requirements are set forth in **Rule 340.1733**.

Rule 340.1733.

An intermediate school district, local district, and any other agency shall adhere to the following general requirements for all programs and services for handicapped persons:

Facility requirements

*(a) **Special education classrooms shall have at least the same average number of square feet per student, light, ventilation, and heat conditions as regular classrooms in the school district.***

*(c) **Instructional and related service personnel shall have space which is appropriate for the kind of service being delivered and shall be designated on a scheduled basis in each building to afford individual and small group work. Light, ventilation, and heat conditions shall be the same as in classrooms within the building.***

Least Restrictive Environment

*(b) **Special education classrooms shall be located in schools housing regular education pupils of comparable age and grade level.** Each handicapped person shall be assigned to educational programs and services housed in buildings that allow handicapped persons to participate fully in regular and special education programs, services, or extracurricular activities. Nothing in these rules shall prohibit special education programs, such as specialized vocational training or programs for more severely involved impairment areas, to be housed in places other than the schools with regular education programs, if such programs are set forth in the intermediate school district plan and are approved by the state board of education.*

Age Span

(d) Severely mentally impaired and severely multiply impaired special education classrooms with students under 16 years of age shall not exceed a 6-year age span at any one time. All other special education classrooms which have students under 16 years of age and which are operated in separate facilities shall not exceed a 4-year age span at any one time. The age span for students who are assigned to special education classrooms, except severely mentally impaired and severely multiply impaired, operated in elementary buildings attended by nonhandicapped children shall not exceed, at any one time, a 6-year age span or the age span of the nonhandicapped students in the building, whichever is less. The age span for students who are assigned to special education classrooms, except severely mentally impaired and severely multiply impaired, operated in secondary buildings attended by nonhandicapped students shall not exceed, at any one time, the age span of the nonhandicapped students in the building, except in high school buildings where students up to 26 years of age may be served. The term "nonhandicapped" shall not include persons participating in adult education programs. All severely mentally impaired, severely multiply impaired, and trainable mentally impaired programs shall comply with this subdivision unless a program is operated in accordance with an approved intermediate school district plan where, due to the low incidence of eligible students, expanded age ranges may be necessary for programmatic feasibility and meeting the needs of students.

Instruction

(e) The special education programs' and services' methods of instructions shall be consistent with the short-term instructional objectives written for each handicapped person.

(f) The instructional program for a school day shall focus on the individual needs of each handicapped person, as determined through the individualized education programs.

Instructional Hours

*(g) Special education programs and services shall be provided for at least the minimum number of hours and days of teacher-pupil contact in conformance with pupil accounting rules, being **Rule 340.1** to **Rule 340.1712**, but the number of hours and days for a special education program or service shall not be less than those required for regular education programs.*

Supplies and Equipment

(h) Handicapped persons qualifying for special education programs and services shall be provided with supplies and equipment at least equal to those provided to other students in regular education programs, in addition to those supplies and equipment necessary to meet their defined short-term instructional objectives.

Physical Therapy

(i) Physical therapy service shall be provided to a handicapped person if prescribed by an appropriate medical authority and recommended by the individualized educational planning committee as an essential component of the educational program.

Physical Education

(j) Physical education services, specially designed if necessary, shall be made available to every handicapped student. Each handicapped student shall be afforded the opportunity to participate in the regular physical education program available to nonhandicapped students, unless the student is enrolled full time in a separate facility or needs specially designed physical education as prescribed in the student's individualized education program.

Diagnostic Services

(k) The expense of additional diagnostic services recommended by the individualized educational planning committee and required by the school district, including neurological, medical, psychiatric, and other professional services not provided by the school district or other public agencies nor covered by medical insurance, shall be borne by the handicapped person's district of residence.

Contractual Services

(l) Intermediate school districts or local districts may operate, or contract for, any of the following:

(i) Vocational evaluation services.
(ii) Work activity center services.
(iii) Ancillary and other related services.
(iv) Instructional services.

Work-study

(m) Intermediate school districts or local districts, or a combination of such districts, shall provide work-study services and may assign special education personnel, such as a work-study coordinator, to supervise these services. A written work-study plan, signed by the parent, school, and employer, shall set forth all of the following information:

(i) Educational goals.
(ii) Job activities.
(iii) Related subjects.
(iv) Standards of attainment.
(v) Time and duration of the program.
(vi) Wages to be paid to the handicapped person.

The superintendent of the district shall designate a staff member to visit the person and the person's supervisor at the job site at least once every 20 school days to check attendance, evaluate the handicapped person's progress, and evaluate the placement in terms of the health, safety, and welfare of the handicapped person. These services, if determined to be appropriate by the individualized educational planning committee, shall be available to each handicapped student, regardless of disability, if personal adjustment training, prevocational education, and vocational education have been provided.

Personnel Development

(n) Personnel development shall be conducted pursuant to findings of an annual needs assessment. The training shall be made available to both special and regular education personnel. The persons providing training, which may be district, university or agency, teacher center, or state department based, may include handicapped persons and parents of handicapped persons, as well as special and regular education personnel. The training programs to be delivered shall include all of the following if appropriate:

(i) Requirements and procedures of state and federal mandatory education acts.

(ii) Placement and education of the handicapped person in the regular education curriculum, including the various aids and supportive services related thereto.

(iii) Affective education involving the importance of interaction with handicapped persons on a peer level.

Substitute Instructional Aide

*(o) Substitute instructional aides specified in **Rule 340.1738**, **Rule 340.1739**, and **Rule 340.1748** shall be provided when assigned instructional aides are absent. In addition, teacher aides specified in **Rule 340.1754** and **Rule 340.1758** shall be provided when assigned teacher aides are absent.*

Approved Special Education Courses

(p) Secondary special education teachers shall teacher either special education courses approved for graduation by the local education agency or special education courses within an approved special education curriculum.

Categorical Program/Disability Match

(q) When an individualized educational planning committee determines that a student necessitates a categorical special education program, the student shall be assigned to a categorical program that corresponds to his or her primary disability. The program designation shall correspond to the special education teacher's endorsement which serves as the basis for the district's reimbursement pursuant to Act No. 94 of the Public Acts of 1979, as amended, being §388.1601 et seq. of the Michigan Compiled Laws, and known as the state school aid act of 1979. Placement in a program other than that which corresponds to the student's eligibility category may occur when the individualized education program committee includes, within the individualized educational program, a rationale for its determination and the parent consents to the alternative program. The public agency may

*use the hearing procedures in **Rule 340.1724** to **Rule 340.1724b** when the parent refuses to provide consent. If the hearing officer upholds the agency, the agency may proceed without the parents' consent, subject to the parents' rights under **Rule 340.1725** and **Rule 340.1725a**.*

B. Teacher Certification

Rule 340.1782.

*A fully approved teacher of the handicapped, in addition to meeting the specific requirements set forth in **Rule 340.1785** to **Rule 340.1791**, **Rule 340.1795** to **Rule 340.1795**, and **Rule 340.1799** to **Rule 340.1799e**, shall comply with all of the following requirements:*

(a) Possess a valid Michigan teacher's certificate.

(b) Possess a baccalaureate degree with a major in a specific special education area or have earned credit in course work equivalent to that required for a major.

(c) As of September, 1990, possess an endorsement in elementary or secondary special education.

(d) Have completed directed student teaching of not less than 8 weeks' duration in the specific area of impairment. Not less than a 180-hour practicum in the specific area of impairment is required for each additional endorsement. Teachers who receive their approval pursuant to this rule after September 1, 1990, shall have completed directed student teaching of not less than 8 weeks' duration or an equivalent educational experience before being assigned to a classroom program for severely mentally impaired or the severely multiply impaired.

*(e) Be recommended for a certificate or endorsement, or both, constituting full approval in a specific special education area by an institution of higher education signifying verification of completion of a teacher education program for the specific special education area, as approved by the state board of education. The recommendation shall verify that the teacher possesses all of the following in addition to having completed course work that includes the general skill requirements listed in **Rule 340.1781**:*

(i) Personal maturity.
(ii) Emotional stability.
(iii) Ability to teach.
(iv) Other leadership capacities.
(v) Apparent potential for growth in creative teaching.

(f) Approved teacher education programs of each teacher training institution shall be reviewed at least once very 5 years by the department.

*(g) On the effective date of these rules, persons approved as special education teachers pursuant to this rule, teacher consultants pursuant to Rule 340.1790, curriculum resource consultants pursuant to **Rule 340.1791**, teachers of preprimary aged students pursuant to **Rule 340.1795**, and work-study coordinators pursuant to **Rule 340.1792** shall maintain and continue to have their full approval status.*

C. Departmentalization

Departmentalization makes it possible for the special education student's daily schedule to approximate that of a regular education student; it is a concept whereby special education students with different handicapping characteristics attend the same class to be taught in the same instructional content area. Departmentalization limits the special education teacher to the provision of no more than one instructional course per hour.

Where they are part of departmentalization, instructional content areas such as language arts, mathematics, science, and social studies or other LEA approved courses must be taught by the special education staff.

Rule 340.1701(k).

"Departmentalize" means a secondary level delivery system in which 2 or more teachers teach groups of special education students by instructional content areas.

Rule 340.1749c.

(1) A secondary school with more than 1 special education teacher may departmentalize.

Categorical programs which may be departmentalized include emotionally impaired (EI), educable mentally impaired (EMI), specific learning

disability (SLD), physically and otherwise health impaired (POHI), hearing impaired (HI,) visually impaired (VI), trainable mentally impaired (TMI), autistic impaired (AI), etc., and resource rooms.

Teacher consultants, however, may not be included in departmentalization.

A teacher in a departmentalized program may provide instruction to special education students who are not on his/her caseload, but must not schedule more than an average of 10 students per class period per instructional day. The total number of students in the departmentalized structure may exceed the allowable caseload of a teacher, as long as the number of students per hour averages no more than 10. For example:

2 SLD categorical x 15 = 30 caseload
1 EI categorical x 15 = 15 caseload
1 resource x 20 = 20 caseload
1 EMI categorical x 15 = 15 caseload
TOTAL: 80 students

2 SLD categorical x 15 = 30 caseload
1 EI categorical x 15 = 15 caseload
1 EMI categorical x 15 = 15 caseload
TOTAL: 60 students

Rule 340.1749c.

(2) Each teacher shall teach only one local education agency approved special education course per period.

"A teacher may provide tutorial help to students, but not during a period which has been scheduled for direct instruction." [6]

Rule 340.1749c.

(3) Each teacher may serve more than the students assigned to his or her caseload; however the total number of students served cannot exceed the combined caseloads of the participating teachers.

(4) Each teacher shall serve not more than an average of 10 students per class period per instructional day.

Under departmentalization, a class period may be set aside for the special education teacher for the sole purpose of providing support to special education students. That class period is credited to the teacher as an instructional hour. Tutorial assistance to students during this class must be limited to instructional content areas currently being taught within the departmentalized program. The number of students served is restricted to the average of 10 per instructional class period mandated in **Rule 340.1749c.**

For official reporting purposes, each teacher within a departmentalized program must be designated as either a categorical teacher or a resource room teacher. The IEPC also identifies program assignments as either categorical or resource room with an accompanying statement noting the programs are departmentalized.

The performance of all students within a departmentalized structure should be evaluated periodically. Since the student's caseload teacher may be responsible for IEP development, the obligation for eliciting evaluative information from all relevant sources, and for the generation and maintenance of the records is also that of the caseload teacher.

Examples of Departmentalization

Example 1

800 students attend classes in this mythical junior high building. Each student is assigned six fifty-five minute periods of instruction per day with a twenty-five minute lunch break. Instructionally, these hours are comprised of math, science, social studies, English and two electives.

Ten educable mentally impaired (EMI) students, eight emotionally impaired (EI) students, and thirty specific learning disabled (SLD) students each receive up to four hours of academic instruction daily from four special education classroom teachers. Instructional content areas taught by these teachers are English, math, science and social studies.

A total of twenty sections are taught by four special education classroom teachers. There are six sections of English, five sections of science, five sections of social studies, and four sections of math.

Each of the special education classroom teachers, with one exception, is daily responsible for five hours of a single instructional content area. The fourth instructor teaches four hours of math and one hour of English per day.

The special education classroom staff in this mythical junior high school building is composed of one emotionally impaired (EI) caseload teacher, two

[6] **AN OVERVIEW OF THE REVISED ADMINISTRATIVE RULES FOR THE DELIVERY OF SPECIAL EDUCATION PROGRAMS AND SERVICES. Michigan Department of Education, Special Education Services, page 13. November, 1986.**

specific learning disabled (SLD) caseload teachers and one educable mentally impaired (EMI) caseload teacher.

EMI students are grouped with low functional SLD and EI students. This group is tracked in all four academic special education courses. All other SLD and EI students are integrated into the remaining sixteen sections, based on their specific individual needs.

Annual testing of students is implemented by the teachers of special education math and special education English. Test results are remitted to the respective caseload teachers.[7]

Example 2

In a class A high school, many teachers may be needed to handle the special education caseload. Multi-level classroom structure can be developed to realistically accommodate the disparate ability levels of students.

For example, each level can be assigned a different teacher and the programs can then be departmentalized. In this scenario, the level most closely resembling regular education would be a study skills class for students who require help in the mainstreamed classes and nothing more from special education. Next would be a resource room for students who need some, but not all, their academics taught in special education. The level farthest from regular education would be a self-contained classroom for students who need special education instruction for most of each school day.

A student may be assigned to one specific teacher, but, because the classes are departmentalized, it does not necessarily follow that all his/her instruction will come from that teacher. The student may need the services on two different levels. S/he may require **resource room** instruction in English and social studies, but have a sufficient skill level in math and science to be mainstreamed with assistance in the **study skills class.**

Another student may function so low cognitively as to require a **self-contained placement**, but have sufficient reading or math skills to take a class from the **resource room** teacher.

[7] See Appendices A-3 - A-8, pages 67-71.

V. Curriculum Development

A. General School Law Requirements

The instructional content required by the Michigan legislature specified in the following excerpts from the **General School Law of 1976** [8] must be included in all special education programs leading to a high school diploma. Unless otherwise stated in the law, the required instruction may take place at the elementary or secondary level.

380.1166. Constitutions and Governments; Mandatory Courses; Commencement of Instruction; Exception.

Sec. 1166.

(1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics *which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.*

380.1169. Communicable Diseases; Instruction.

Sec. 1169.

The principal modes by which additional dangerous communicable diseases are spread and the

[8] The School Code of 1976: Act 451, 1976, Imd. Eff. Jan 13, 1977.

best methods for the restriction and prevention of these diseases shall be taught in every public school in this state.

380.1170. Physiology and Hygiene; Instruction; Development of Comprehensive Health Education Programs; Conflict with Religious Beliefs.

Sec. 1170.

(1) Instruction shall be given in physiology and hygiene, with special reference to substance abuse, including the abusive use of tobacco, alcohol, and drugs, and their effect upon the human system.

(2) Comprehensive health education programs shall be developed as prescribed by Act No. 226 of the Public Acts of 1969, being sections 388.381 to 388.385 of the Michigan Compiled Laws.

(3) A child upon the written statement of parent or guardian that instruction in the characteristics or symptoms of disease is in conflict with his or her sincerely held religious beliefs shall be excused from attending classes where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

380.1171. Animals and Birds; Instruction.

Sec. 1171.

Time shall be devoted in the public schools within this state to teaching the pupils kindness and justice to, and humane treatment and protection of, animals and birds, and the important part they fulfill in the economy of nature.

380.1502. Health and Physical Education; Establishment; Course in Physical Education Required

Sec. 1502.

Health and physical education for pupils of both sexes shall be established and provided in all public schools of this state. Every pupil attending public schools of this state so far as the pupil is physically fit and capable of doing so shall take the course in physical education.

257.811 Annual Appropriation for Administration of Driver Education Programs; Driver Education Courses: Reimbursement of Local School Districts.

(c) From the moneys credited to the driver education fund, the legislature shall annually appropriate the sum of $100,000.00 to the department of education for state administration of the program. In addition there shall be distributed to local public school districts from the driver education fund the amount of $30.00 per student, but not to exceed the actual cost, for each student completing an approved driver education course. The courses shall be conducted by the local public school district, and enrollment in driver education courses shall be open to children enrolled in the high school grades of public, parochial, and private schools, as well as resident out-of-school youth. Reimbursement to local school districts shall be made on the basis of an application made by the local school district's superintendent to the department of education.

Scope of supervision of driver education courses.

(d) Driver education courses, as used for the purpose of this act, shall include classroom instruction plus behind the wheel instruction and observation in an automobile, and shall be under the supervision of a qualified teacher or licensed instructor. The department of education shall not require that licensed driver training school teachers or instructors be certificated under Act No. 269 of the Public Acts of 1955, as amended, being sections 340.1 to 340.984 of the Michigan Compiled Laws.

(e) The department of education may promulgate rules, including instructional standards, teacher qualifications, reimbursement procedure and other requirements which will further implement this legislation. [9]

B. Revised Administrative Rules for Special Education (July 1, 1987)

1. Normal Course of Study

Michigan's Revised Administrative Rules for Special Education define "**normal course of study**" **[Rule 340.1701a(g)]** as *"a regular education curriculum leading to a high school diploma, or a special education curriculum approved in the*

[9] **Driver Education must be available for all students, but it is not a graduation requirement.**

intermediate plan leading to a high school diploma. A special education curriculum shall include physical education, personal adjustment and prevocational and vocational education."

2. Physical Education

Physical education is defined in **Rule 340.1701a(n)** as *the development of physical and motor fitness, fundamental motor skills and patterns and skills in aquatics, dance and individual and group games, and sports, both intramural and lifetime. The term includes all of the following:*

- *(i) special physical education*
- *(ii) adaptive physical education*
- *(iii) movement education*
- *(iv) motor development*

3. Personal Adjustment Education

Personal adjustment includes areas, such as decision making, personal finance, personal hygiene, personal relationships, independent living and parenting. Its purpose is to help students become, to the extent possible, well-adjusted and functionally independent members of society.

Personal adjustment education is defined in **Rule 340.1701a(k)** as *instruction designed to assist the handicapped person to develop personal and social skills needed for adult independent living, including all of the following:*

- *(i) activities of daily living skills*
- *(ii) homemaking*
- *(iii) mobility*
- *(iv) personal health and appearance*
- *(v) recreation*
- *(vi) use of prosthetic devices and sensory aids*

4. Prevocational Education

Prevocational education helps students learn basic skills necessary to function in daily life. Language and math skills, career exploration, career decision-making, and work related skills are among the areas of instruction which should encourage as much hands-on, active student experience as possible.

Prevocational education is defined in **Rule 340.1701a(o)** as *"instruction needed as a prerequisite to vocational education, such as any of the following*

- *(i) reading*
- *(ii) writing*
- *(iii) mathematics*
- *(iv) knowledge of commonly used tools, utensils and processes*
- *(v) familiarity with the broad range of occupations for which special skills are required.*
- *(vi) common employment procedures and requirements*
- *(vii) knowledge of the nature and extent of vocational limitations caused by a handicap*

5. Vocational Evaluation

Vocational evaluation is defined in **Rule 340.1701b(k)** as *an evaluation to be conducted before vocational education, which shall include, at a minimum, an assessment of the student's personal adjustment skills, aptitudes, interests, and achievements and special information regarding the student's handicapping condition.*

Rule 340.1733 (l) provides that *Intermediate school districts or local districts may operate, or contract for, any of the following:*

- *(i) **Vocational evaluation services.***
- *(ii) Work activity center services.*
- *(iii) Ancillary and other related services.*
- *(iv) Instructional Services.*

6. Vocational Education

Vocational education is defined in §380.7V(4) of Michigan's Compiled School Laws as *vocational or technical training or retraining which is given in schools or classes, including field or laboratory work incidental thereto, under public supervision and control, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations, excluding a program to fit individuals for employment in occupations which the state board determined and specifies to be generally considered professional or as requiring a baccalaureate or higher degree. The term includes guidance and counseling in connection with the training and instruction related to the occupation for which the pupil is being trained or necessary for the pupil to benefit from from the training. The term includes the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, the construction of initial equipment of buildings, and the acquisition or rental of land.* [10]

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[10] 1976, Act 451, Imd. Eff. Jan 13, 1977.

7. Work-study

Work-study is defined in **Rule 340.1733(m)**. *Intermediate school districts or local districts or a combination of such districts, shall provide work-study services and may assign special education personnel, such as a work-study coordinator, to supervise these services. A written work-study plan, signed by the parent, school, and employer, shall set forth all of the following information:*

(i) Educational goals.
(ii) Job activities.
(iii) Related subjects.
(iv) Standards of attainment.
(v) Time and duration of the program.
(vi) Wages to be paid to the handicapped person.

The superintendent of the district shall designate a staff member to visit the person and the person's supervisor at the job site at least once every 20 school days to check attendance, evaluate the handicapped person's progress, and evaluate the placement in terms of the health,safety, and welfare of the handicapped person. These services, if determined to be appropriate by the individualized educational planning committee, shall be available to each handicapped students, regardless of disability, if personal adjustment training, prevocational education, and vocational education have been provided.

C. Course of Study Options

1. Regular Education Curriculum Leading to a High School Diploma

The "regular education curriculum", which requires approval of the local board of education, must specify minimum graduation criteria leading to a high school diploma. Any student capable of mastering the minimal course objectives required by the local board of education for high school completion can graduate with a high school diploma from the regular education curriculum.

Special education students may graduate from the regular education curriculum by successfully fulfilling prerequisites established by the LEA for students in regular education. This necessitates completion of a predetermined minimum number of courses or accrual of a predetermined minimum number of credits for English, government, math, social science, science, and similar subjects.

Vocational education is required for the graduation for students following the special education curriculum. Special education teachers should help students who follow the regular education curriculum decide whether to take vocational education as an elective course.

2. Special Education Curriculum Leading to a High School Diploma

A number of elements should be considered for possible inclusion in the most appropriate curriculum for a special education student. The IEPC should weigh each student's unique needs and then recommend the curriculum it has determined will best meet those needs.

When a special education student reaches age 12, the IEPC must consider the student's prevocational and vocational education needs. Prevocational and vocational education must be considered for all special education students regardless of whether the student is following a regular education or a special education curriculum. The factors listed below should be considered in determining whether a student will follow a regular education or special education curriculum: 1) fulltime equivalency in special education content area classes; 2) grade level in reading and mathematics; 3) grade point average in regular education classes; 4) personal adjustment needs; and 5) prevocational and vocational education needs.

The focus of the decision to place a special education student on a regular education curriculum or a special education curriculum should be based upon the student's individual needs rather than solely upon the number of classes in either regular or special education. This may vary from semester to semester.

Rule 340.1701b(g) states a *special education classroom* means a classroom under the direction of an approved special education teacher and in which a student receives specially designed instruction. Therefore, a student's need for "specially designed instruction" beyond one course per day indicates that a special education curriculum is appropriate.

The **special education curriculum** leading to a high school diploma is designed for the student who is eligible for special education but whose handicapping characteristic(s) is such that s/he cannot complete the **regular education curriculum**. This student must be provided, at a minimum, with instruction in the areas of **physical education**, **personal adjustment**, **prevocational education** and **vocational education**. The curriculum must include government. It may also cover other instructional content areas such as science and health.

The **special education curriculum** must be approved by the local board of education. It must also be approved in the intermediate school district plan for the delivery of special education programs and services to handicapped students. [11]

Most of the personal adjustment and prevocational skills should be taught before the student enters vocational education. [12]

At each student's eighth grade IEPC, consideration should be given as to the curriculum s/he will follow throughout his/her high school career. That decision should include a course outline, and a choice of either a regular education curriculum or a special education curriculum which should be both designated and documented in that IEPC report. [13]

A special education student will move from a special education curriculum to a regular education curriculum when any one of the following circumstances exists:

1. The student is found ineligible for special education programs and services.

2. The student undergoes a change in educational status which results in a change from a special education curriculum to a regular education curriculum. The LEA should have a curriculum transfer procedure in place in the event an IEPC determines that a change from one curriculum to another is appropriate. For example, a reciprocal agreement could allow the transfer of credits between special education and regular education. The classes offered in each curriculum should be reviewed for the purpose of deciding how substitutions and credit transfers will take place. [14]

Even though a student may take only two or three special education-taught courses during his/her high school career, credits received for those courses will apply toward graduation.

D. Special Education Curriculum Models

A student may be enrolled in an ISD-approved special education curriculum leading to a high school diploma if it has also been approved by the LEA board of education.

A special education curriculum may take one of several designs:

- Credit Based Curriculum
- Objective Based Curriculum
- Functional Curriculum

1. Credit Based Curriculum

The traditional regular educational curriculum design for secondary students incorporates the standard instructional content areas found in any high school setting, e.g., English, social studies, mathematics, and science. The traditional special education curriculum design includes instruction in personal adjustment, prevocational education, physical education, and vocational education.

To receive a high school diploma, a student must accrue enough credits to meet graduation requirements of the local school district. They may include (but are not limited to):

a.) English
b.) Science
c.) Social Studies
d.) Math
e.) Physical education
f.) History
g.) Government

A regular education curriculum leading to a high school diploma may include classes taught by both regular education and special education courses taught by special education personnel.

Special education teachers may teach only board approved special education classes.

Once s/he has received a diploma, a student is no longer eligible for special education programs and/or services. [15]

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[11] **See Chapter 2 GUIDELINES FOR THE DEVELOPMENT OF SPECIAL EDUCATION CREDIT-BASED CURRICULUM LEADING TO A HIGH SCHOOL DIPLOMA, pages 23-33.**

[12] **See Appendices A-15 - A-17, pages 77-89.**

[13] **See Appendix A-11, page 73**

[14] **See Appendices A-12 & A-13, pages 74 & 75.**

[15] **For information on documentation of credits and/or courses taken, see Appendices A-19 - A-22, pages 81-84.**

2. Objective Based Curriculum

An objective based curriculum is another curricular style available to students. It includes:

1.) a predetermined minimum percentage of the "personal adjustment and prevocational objectives";

2.) the minimum physical education requirements of the local district; and

3.) an approved vocational education program

A copy of the student's transcript of vocational education and physical education may be presented to the IEPC. The IEPC also may require a record which documents successful accomplishment of a predetermined minimum percentage of short-term objectives. These objectives may be achieved in either special education or regular education classes, but documentation is the responsibility of the special education classroom teacher.

Once s/he has received a diploma, a student is no longer eligible for special education programs and/or services. [16]

3. Functional Curriculum

A functional curriculum model may be appropriate for secondary students who are assigned to a special education curriculum. The content of a functional curriculum may be appropriately infused into either the credit based or objective based curriculum, or it may serve as the primary curriculum for students. The functional curriculum provides programming and training in the **domestic**, **vocational**, **leisure/recreational** and **community domains**. Each domain would include annual goals, short term instructional objectives, appropriate objective criteria and evaluation procedures, with the optimal goal for each domain to develop skills with which the student can function in the adult world as independently as possible. Reading, mathematics, and communications' skills focus around the four domains. Personal adjustment, prevocational education, physical education are elements of one or more of the domains, i.e., domestic, vocational, leisure/recreational, and community domains.

Community prevocational sites are a primary emphasis during the high school years. These community work sites serve as training environments to develop and reinforce work skills, attitudes and behaviors, and to provide evaluative information pertinent to future vocational planning. During the final year of school, emphasis is be placed on vocational training for specific post-school options. Thus, the **vocational domain** [17] should stress the teaching of occupational skills related to minimum vocational objectives. The **community domain** should develop the student's ability to access community facilities, and should itself include the use of public transportation facilities whenever possible. Other areas of emphasis are development of: safety skills, appropriate behavior skills, and other specific skills related to community facilities which the student and her/his family can be expected to use. The **leisure/recreation** domain should increase the number of activities which a student may accomplish independently at home and in the community. Opportunities should be provided in non-school environments to encourage students to replace school recreation with community recreation. The **domestic domain** should concern itself with the student's daily routine toward the ultimate goal of the student's becoming a contributing social member of a functioning household.

Parental involvement and input should be encouraged in all areas, but is especially critical in developing the post school domestic domain.[18]

E. Approval Process

1. Required approval

The special education curriculum leading to a high school diploma must be approved:

a. in the intermediate school district's plan, and
b. by the local education agency (LEA) [19]

2. LEA Approved Courses

Rule 340.1733(p) specifies that *secondary special education teachers shall teach either special education courses approved for graduation by the local education agency or special education courses within an approved special education curriculum.* These LEA-approved courses and/or the approved special education curriculum may lead to the attainment of a high school

[16] For information on an objective based curriculum, see Appendices A-23 - A-26, pages 85-89.

[17] The vocational education domain must be successfully completed if the student is to be granted a high school diploma.

[18] See Appendices A-28 - A-32, pages 90-94.

[19] See Appendix A-33, page 95.

diploma. Prerequisite, however, is approval of the curriculum by the local education agency and inclusion of it in the ISD plan. [20]

VI. Secondary Issues

A. Attendance

Michigan's **Revised Administrative Rules for Special Education** [21] do not address attendance procedures for Special Education students, nor are there state policies which apply to this area.

Attendance polices should be developed at the ISD/LEA level. Where attendance policies do exist, special education students should be expected to adhere to the school district's attendance policies, rules, and regulations.

An accumulation of absences sufficient to merit special attention may indicate a need for a program change; therefore, an IEPC should be convened to evaluate the student's educational program and to determine possible problem-solving options. High absenteeism certainly should stimulate an investigation into all available options for improving attendance.

B. Suspension/Expulsion

The Michigan Department of Education is currently revising its position statement regarding the suspension and expulsion of handicapped children in Michigan. Copies of this position statement will be available in the fall of 1989.

C. Dropouts

An IEPC need not be convened when a handicapped student has dropped out of school. However, the student's file should be updated in timely fashion to reflect the fact that the student has dropped out and is no longer on a teacher's caseload. If the handicapped student returns to school within twelve months from the date of her/his most recent IEP, then his/her last IEP should be reviewed and a determination made as to the current status of eligibility and the appropriateness of programs and services. If the last IEP is still current and can be implemented as written, the student may be immediately placed into special education without the convening of an IEPC.

In all other cases, an IEPC must be convened to determine appropriate programs and services. For example, if a student returns to school after the one-year anniversary of her/his most recent IEPC, then a new IEPC must be convened as soon as possible to determine appropriate programs and services. The student may, however, be immediately placed in a special education program, which is in conformity with his/her last IEP (**R340.1722e**).

D. Evaluation of Student Progress

Procedures for measuring student progress are developed by the local education agency based upon expected outcomes. Methods of monitoring used in those procedures may include:

(1) Mastery of annual goals and short-term instructional objectives set by the IEPC

(2) Letter grades based on the successful completion of Carnegie units

(3) Course completion indicated by predetermined designations such as pass/fail, credit/no-credit

E. Competency Testing [22]

Although there are no uniform policies stating whether handicapped persons should, or should not, be included in minimum competency testing at the high school level, legal cases seem to indicate that handicapped students should not be exempted from a school district's regular education diploma requirements, including competency testing. Future court decisions can be expected to protect the right of due process for both the handicapped and the nonhandicapped.

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20 See Appendices A-34 - A-54, pages 96-116.

21 Effective July 1, 1987. Michigan Department of Education. Special Education Services. Post Office Box 30008, Lansing, MI 48911.

22 References:

1. "The Application of Competency Testing Mandates to Handicapped Children", Harvard Educational Review, Vol 53 No 2, May 1983.

2. "Competency Testing and the Exceptional Child", Swartz, 1979

3. "The New Jersey Minimum Basic Skills Testing Program: Accommodating Handicapped Pupils", Johnson.

A school district should examine all aspects of minimum competency testing and should have its final procedures carefully reviewed by competent legal counsel. Considerations should include, but not be limited to:

1. Amount of notice legally required before using minimum competency testing.
2. Accommodations or modifications allowed for the handicapped. [23]
3. IEP influence on criteria for success
4. Nature of proof to substantiate validity of the minimum competency testing
5. Inclusion of the minimum competency testing subject matter in the regular education and special education curriculum

Use of the Individualized Educational Plan (IEP) may help educators address issues related to minimum competency testing.

In **Competency Testing and the Exceptional Child**, Swartz (1979) provided the following recommendations regarding minimum competency testing and the use of the IEP.

1. *The Individual Educational Program should be used as the determiner of competencies for handicapped children. It is believed that both the IEP and the minimal competency test have a similar intent, to insure quality educational opportunity for public school children. It is also believed that the IEP is the appropriate measure for the handicapped child.*
2. *Minimal competency testing should be considered an option for handicapped children when appropriate. When the handicapped child's academic success is such that taking the minimal competency test is appropriate, this should be established as a goal on the child's IEP. Under no circumstances should minimal competency testing become mandatory for handicapped children but rather be selected as an option on an individual basis.*
3. *Minimal competency testing should be nondiscriminatory to handicapped children. Appropriate modifications in test administration must be made to accommodate each child's handicapping condition.*
4. *Minimal competency testing should not be the criterion for determining appropriate grade placement for handicapped children. Program decisions for the handicapped must be made on the basis of individually determined needs.*
5. *A regular high school diploma should be awarded to each handicapped child who completes the prescribed special education program. It is believed that only a regular diploma would be consistent with the spirit of federal and state laws regarding the handicapped. (pp. 5-6)*

F. Follow-Up Studies for Program Improvement

The one year follow-up is an intensive effort to track personal/community adjustment experiences of former students whose special education programs and services have been discontinued within the previous twelve months. Data gathered from surveys developed by the Michigan Department of Education can be used as the basis for effective ongoing evaluation of current special education programming. This evaluative process, in turn, should provide a sound basis for the improvement of special education program and service delivery in the future.

Information to date, however, show that this process is less than perfect. Shortcomings in our secondary programs are manifested in the failure of these former students to adjust to job and/or community living, but only after their exit from secondary education.

If special education is to maintain a realistic perspective of its goals, then a more effective means must be developed to utilize the feedback from former students. Closer monitoring of post-school activities is necessary. Additionally, longitudinal studies of employment and community adjustment are needed for up to a total of five years or whatever other limit is considered appropriate by the LEA.

Many factors determine the success of secondary special education programs and curriculum. For example, local resources and geography are of prime consideration. Thus, the follow-up surveys developed by MDE should be used by a local committee. This committee should also review the results of the surveys to determine what changes, if any, are needed in course or program offerings.

[23] **See Appendices A-55 & A-56, pages 117 & 118.**

Each district must accept the responsibility for providing a thorough follow-up for exited special education students, or face failure in the continuing process of program planning and improvement.

G. Transitional Services [24]

To facilitate a student's successful movement from school to work, the LEA should develop a plan for transitional services and incorporate the plan into the district's special education delivery model.

Successful transition can smooth a student's often-difficult shift from school to community living.

Transition has often been referred to as those services which "bridge" the gap between school and the world of work. Now, however, the emphasis is on closing the gap by commencing student preparation long before his/her planned exit from secondary programming and services, often during the elementary years. As the student advances through school a formalized transition plan is developed as the student progresses through elementary and secondary schools, with placement into meaningful employment as the final stage. Other transition definitions may include student outcomes of independent living and community integration.

Transitional services should be included in a delivery model for secondary special education to insure development of a complete continuum of programs and services.

Regardless of the definition set forth by the LEA, it is crucial that the transition program be infused into the school system's special education delivery model and that every student be able to benefit from a systematic strategy for attaining the goals in his/her transition plan.

A more detailed discussion of transitional services can be found in the section of this manual entitled: Transition.

VII. IEP Development

The mandatory IEP participants, the responsibilities of the IEP committee, and required content of the IEP are clearly defined by **Rules 340.1721b, 340.1721c, 340.1721d, 340.1721e** and **340.1722c**.

[24] **For a more detailed discussion on transition, see Chapter 8, TRANSITION SERVICES, pages 56 - 59.**

However, the logistical elements of creating the IEP document comprise a relatively small portion of all considerations necessary to develop a thorough and appropriate program for the handicapped student. The content of the IEP and its relevancy to the student are crucial developmental considerations since the IEP will directly affect instruction the student will receive.

If the IEPs of any given student were laid end to end, they would - or should - represent a coherent progression of curriculum content.

Fulfilling the goals and objectives of the IEPs should also serve as significant indicators as to whether the student is reaching educational goals of the local education agency (LEA).

While the manner in which the IEPC discusses alternatives and reaches decisions for a secondary student is identical to procedures used for any other student in special education, there are other program and service areas - detailed in Michigan's Revised Administrative Rules for Special Education - which should be considered for the secondary student.

A. Development of the Individualized Educational Program

1. Considerations in development

   a. Information in the MET report
      (i) Evaluation results
      (ii) Present level of performance

   b. Short and long term instructional needs of the student

   c. Curriculum assignment (regular education curriculum or special education curriculum)

   d. Prevocational and vocational needs **{R340.1721e(g)}**

      (i) Annual goals and short-term instructional objectives to address prevocational needs

      (ii) Annual goals and short-term instructional objectives to address vocational needs

B. Programs and Services Addressed by the IEP (Examples)

1. Basic instructional and support options include, but are not limited to:
   a. Teacher consultant service
   b. Categorical classroom
   c. Resource room
   d. Departmentalization
2. Programs and services unique to secondary students
   a. Vocational evaluation (required prior to vocational education)
   b. Vocational programs (options)
      (i) Regular vocational education
      (ii) Adapted vocational education
      (iii) Special education vocational education
      (iv) Individualized vocational training
      (v) Contracted services less than class size
   c. Work-study
3. Other committee considerations
   a. LRE
   b. Regular education vs. special education curriculum

C. Relationship of the Annual Goals and Short-Term Instructional Objectives to Recommended Programs and Services

1. Instructional program
   a. Annual goals and short-term instructional objectives developed for each area of special education instruction
   b. Special education class assignments based on goals and objectives and present level of performance
2. Support services
   a. Annual goals and short-term instructional objectives developed for each support service
   b. Support services to reflect needs [25]

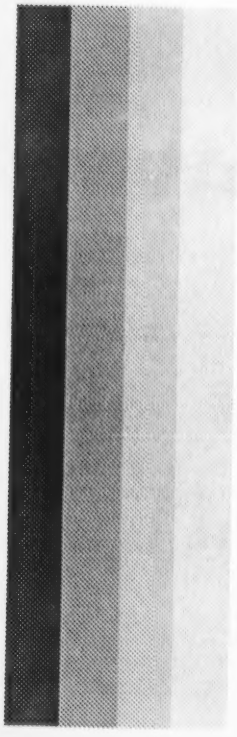
D. Documentation of Programs and Services on the IEP.[26]

1. Teacher consultant services only
   a. Record teacher consultant service and rule number **340.1749**
2. Categorical Program - Not Departmentalized
   a. Record appropriate categorical program and rule number.
      (i) Example: EMI program **340.1740**
3. Categorical Program - Departmentalized
   a. Record appropriate categorical program & rule number.
   b. Record departmentalization .
4. Resource Room Program - Not Departmentalized
   a. Record Resource Room Program and Rule Number.
      (i) Example: Resource Room **340.1749b**
5. Resource Room Program - Departmentalized
   a. Record Resource Room Program and Rule Number.
   b. Record Departmentalization.

***

[25] See Appendix A-57, page 119.
[26] See Appendices A-58 - A-62, pages 120-124.

Chapter 2



Guidelines for the Development of a Special Education Credit-Based Curriculum Leading to a High School Diploma

I. Introduction

The special education credit-based curriculum leading to a high school diploma is designed for the student who is eligible for special education and whose handicapping characteristic(s) is/are such that s/he cannot complete the regular education curriculum.

When a special education student reaches age 12, the IEPC must consider the student's prevocational and vocational education needs. Prevocational and vocational education must be considered for all special education students regardless of whether the student is following a regular education or a special education curriculum. The factors listed below should be considered in determining whether a student will follow a regular education or special education curriculum: 1) fulltime equivalency in special education content area classes; 2) grade level in reading and mathematics; 3) grade point average in regular education classes; 4) personal adjustment needs; and 5) prevocational and vocational education needs.

The focus of the decision to place a special education student on a regular education curriculum or a special education curriculum should be based upon the student's individual needs rather than solely upon the number of classes in either regular or special education. This may vary from semester to semester.

A special education curriculum must be approved by the LEA and by the ISD **[Rule 340.1832 Part 1, Sec. 1.6(3)]**.

Required components of a special education curriculum are physical education, personal adjustment, prevocational education and vocational education **[Rule 340.1701a(g)]**. Vocational evaluation and work-study can also be used in special education programming at the discretion of the IEPC.

Requirements, in addition to special education considerations, are enumerated in Michigan's General School Laws.

Prerequisites for high school graduation are commonly completed through accumulation of credits from successful course work. Special education students may also receive a high school diploma by achieving an LEA-prescribed percentage of objectives. While both the "course" and "objective" methods are utilized in Michigan, many districts use "courses" as the preferred method of credit accumulation.

The **Revised Administrative Rules for Special Education** [1] permit departmentalization in which a teacher may give instruction in a special education course approved by the LEA **(Rule 340.1749c)**. Therefore, a special education curriculum based on courses is recommended. Courses, however, must contain specific goals and objectives which the student must attain. [2]

This chapter addresses:

- special education curriculum requirements
- Michigan General School Law requirements
- a delivery system
- approval process
- criteria for determining selection of curriculum
- flow chart depicting sequence of secondary educational program options for special education students [3]
- checklist of requirements for developing special education curriculum
- example of how special education courses and credits can relate to regular education courses and credits
- example of a credit based curriculum

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[1] **Effective July 1, 1987. Revised Administrative Rules for Special Education. Michigan State Board of Education, Special Education Services. Post Office Box 30008, Lansing, MI 48909. November, 1986.**

[2] **See "Delivery of Programs and Services", Curriculum Development, pages 13-19.**

[3] **See page 26.**

II. Special Education Curriculum Legal Requirements

A. Personal Adjustment Education [R340.1701a(k)]

The IEP should include a statement of goals for personal adjustment. It should also contain a list of special or regular education courses which, together, will provide for the attainment of these goals. For each of these identified courses, or units of instruction, the IEPC should write a description of instructional content or necessary minimum criteria.

B. Prevocational Education [Rule 340.1701a(o)]

The IEPC should identify goal statements for prevocational education as well as special and/or regular education courses, or units of instruction, which collectively will provide for student fulfillment of these goals.

For each identified course, unit of instruction, the LEA should have on file, a written description of the instructional content or of the minimum criteria necessary for completion. These shall be available upon request to both students and parents.

C. Vocational Education [Rule 340.1701b(j)]

Each student's IEP should identify through which of the following alternatives vocational education requirement will be achieved.

1. Regular vocational education approved by Vocational-Technical Education Services Area (V-TES) of the Michigan Department of Education.
2. Adapted (special needs) vocational education approved by the ISD.
3. Contracted services less than class size approved by V-TES.
4. Special education/vocational education approved by the ISD.
5. Individualized vocational training (IVT) approved by the ISD.

An individualized education program... shall include... beginning at age 12, a statement indicating committee consideration of prevocational/vocational education needs. **[Rule 340.1721e(g)]**

D. Physical Education [R340.1701a(n)]

The IEPC should develop goal statements for physical education requisites to be achieved through one of the following three alternatives:

1. Regular physical education.
2. Adaptive physical education.
3. Special education physical education.

E. Vocational Evaluation [Rule 340.1701.b(k)]

For those students who are entering vocational education programs, the IEPC should formulate a statement indicating how and when vocational evaluation will be provided.

F. Work-study (Rule 340.1733m)

An IEP statement should also indicate how and when work-study will be provided, if it has been determined by the IEPC to be appropriate.

III. Michigan General School Laws' Requirements

A. Required Courses

1. Constitutions and Governments (**380.1166**)

B. Required Instruction

The following areas of instruction are required sometime prior to graduation. LEA's determine when this instruction is provided in their delivery system.

1. Communicable Diseases (380.1169)
2. Physiology and Hygiene (380.1170)
3. Animals and Birds (380.1171)
4. Health and Physical Education (380.1502)

C. Optional Instruction

1. LEA instruction established by the LEA board of education.
2. Driver education (257.811); not required for graduation but must be available to all students.

IV. Delivery System

A. Prior to entering 9th grade the IEPC should determine which curriculum - special education curriculum or regular education curriculum - the student will follow. A description of how credits are accumulated and the grading procedure, i.e., A,B,C or credit/no credit should also be provided.

B. The student shall receive a high school diploma upon completion of LEA requirements.

V. Approval Process

The special education curriculum leading to a high school diploma must be approved:

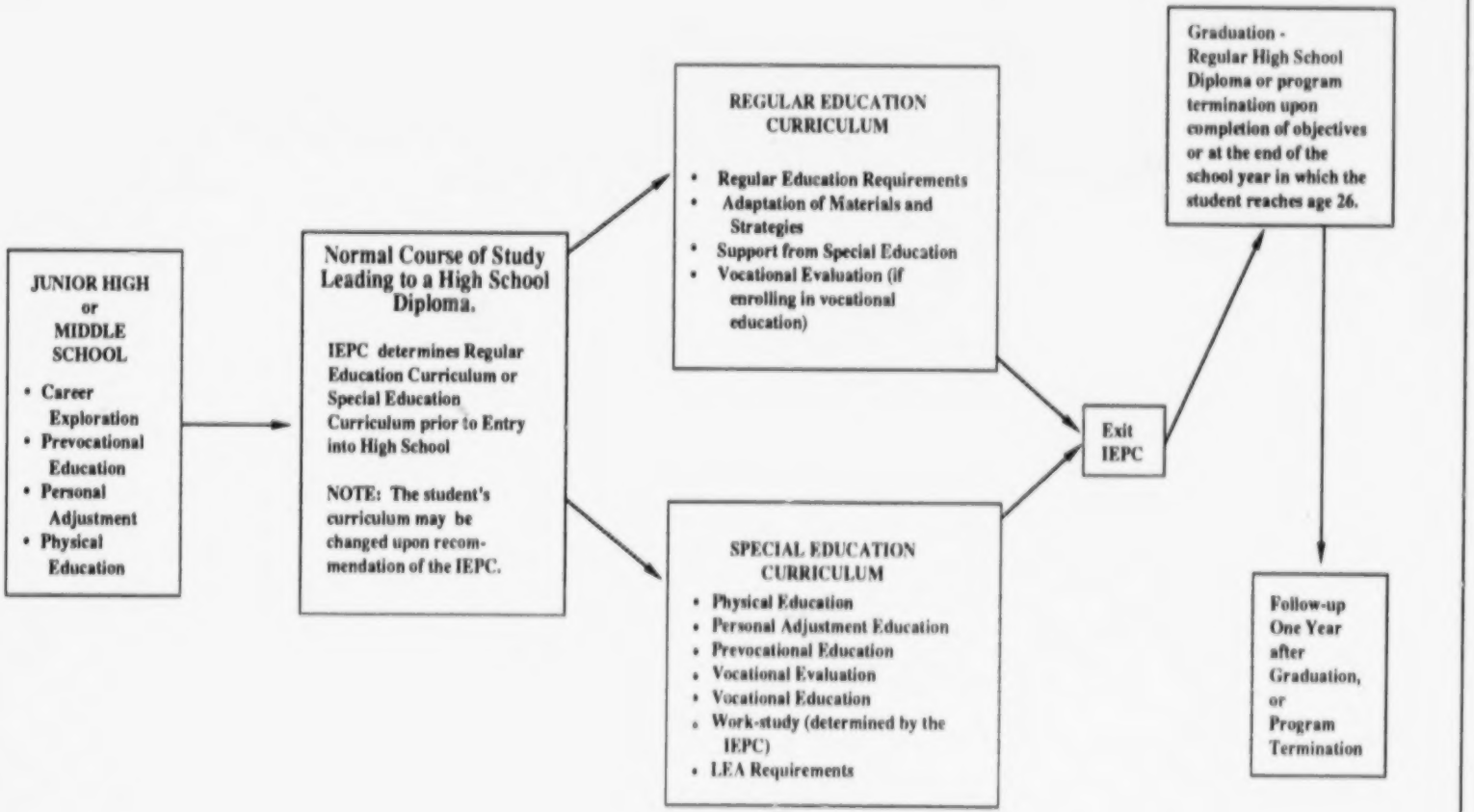
A. in the intermediate school district's plan, and

B. by the local education agency.

Rule 340.1733(p) Secondary special education teachers shall teach either special education courses approved for graduation by the local education agency or special education courses within an approved special education curriculum.

***

Sequence of Secondary Program Options for Special Education Students *


JUNIOR HIGH or MIDDLE SCHOOL
• Career Exploration
• Prevocational Education
• Personal Adjustment
• Physical Education
Normal Course of Study Leading to a High School Diploma.
IEPC determines Regular Education Curriculum or Special Education Curriculum prior to Entry into High School
NOTE: The student's curriculum may be changed upon recommendation of the IEPC.
REGULAR EDUCATION CURRICULUM
• Regular Education Requirements
• Adaptation of Materials and Strategies
• Support from Special Education
• Vocational Evaluation (if enrolling in vocational education)
SPECIAL EDUCATION CURRICULUM
• Physical Education
• Personal Adjustment Education
• Prevocational Education
• Vocational Evaluation
• Vocational Education
• Work-study (determined by the IEPC)
• LEA Requirements
Exit IEPC
Graduation - Regular High School Diploma or program termination upon completion of objectives or at the end of the school year in which the student reaches age 26.
Follow-up One Year after Graduation, or Program Termination

* Source: Oakland Intermediate School District

CHECKLIST *
LEA Plan for the Development of a Special Education Curriculum Leading to a High School Diploma

DISTRICT _____

DATE RECEIVED _____ DATE APPROVED _____

REVISED ADMINISTRATIVE RULES FOR SPECIAL EDUCATION REQUIREMENTS

Required Instruction

	( )	Page # of Plan
Personal Adjustment [R340.1701a(k)]		
Physical Education [R340.1701a(n)]		
Prevocational Education [R340.1701a(o)]		
Vocational Education [R340.1701b(j)]		
Regular Vocational Education		
Adapted Vocational Education (Special Needs)		
Contracted Services Less Than Class Size		
Special Education/Vocational Education		
Individualized Vocational Training (IVT)		

Additional Requirements

Vocational Evaluation [R340.1701b(k)]		

Related Programs

Work Activity [R340.1701b(l)] [R340.1733(l)]		
Work-study Services [R340.1733(m)]		

MICHIGAN COMPILED LAWS' REQUIREMENTS

Required Courses

Constitutions and Governments [380.1166]		

Required Instruction

Communicable Diseases [380.1169]		
Physiology and Hygiene (including alcohol and drugs) [380.1170]		
Animals and Birds [380.1171]		
Health and Physical Education [380.1502]		

Optional Instruction

Driver Education (257.811)		
(must be offered, but is not required for graduation)		
LEA options established by LEA Board of Education		

* This is not a state-mandated form; it is offered only as an example.

EXAMPLE: Special Education Curriculum Leading to a High School Diploma

REGULAR EDUCATION GRADUATION REQUIREMENTS

Courses	IU*	Credits	
ENGLISH	8	4	(three must include Literature, writing, and grammar; the ninth grade English and Writing/Literature 10 courses are required credits)
MATH/SCIENCE	10	5	(two credits must be in math and two must be in science)
SOCIAL STUDIES	6	3	(must include one-half credit in American Government, one-half credit in U.S. History, one-half credit in Responsible American Citizenship, and one-half credit in International Studies)
PHYSICAL EDUCATION	4		2**
PERFORMING ARTS (art, music, and drama) or	2	1	
FOREIGN LANGUAGE			
PRACTICAL ARTS (business, contemporary living, and industrial arts)	2	1	
ELECTIVES	12	6	
TOTAL REQUIRED		22	

A minimum of 11 credits must be taken during the junior and senior year.

***Instructional Unit (IU) is one period of instruction per semester which has the value of .5 credit. (For example, a student taking a one hour course would receive one-half credit per semester)**

****There is .5 credit in Basic Health and Physical Education and 1.5 credit in Lifetime Sports options required for graduation. The Basic Health and Physical Education credit may be completed during the school year, or the credit may be completed in conjunction with a driver education class during the summer. Up to one credit can be waived through participation in interscholastic athletics, or an outside-of-school athletic equivalent, as aproved by the building principal and the Director of Health, Physical Education and Athletics.**

EXAMPLE: Special Education Curriculum Leading to a High School Diploma

SPECIAL EDUCATION GRADUATION REQUIREMENTS

	IU *	CREDITS
Prevocational		
ENGLISH (Reading, Writing, Communication, Problem Solving)	6	3
MATH (Money Management, Personal Finance, Consumer Math, Basic Math)	2	3
SCIENCE (Physiology/Hygiene, Biology, Animals and Birds, Practical Science)	2	1
SOCIAL STUDIES (Government, U.S. History, Citizenship, Career Awareness)	4	2
PRACTICAL ARTS (Industrial Arts, Business, Employability Skills)	2	1
Physical Education		
Basic Health/PE, Personal Recreation, Lifetime Sports, Adaptive Physical Education	4	2
Personal Adjustment		
PERFORMING ARTS (Art, Music, Drama)	2	1
DAILY LIVING SKILLS (Home Economics, Family Life, Contemporary Living, Personal Development, Interpersonal Relationships)	4	2
HEALTH (Nutrition, Communicable Diseases, Sex Education)	2	1
Vocational Education		
Regular Vocational Education, Adapted Vocational Education, Special Education Vocational Education, Individualized Vocational Training, Contracted Services Less Than Class Size	8	4
Electives **		
Work-study/Work Activity/Work Experience/Other Vocational Evaluation	4	2
TOTAL CREDITS		22

All students must comply with the district's attendance policy to satisfy the requirements for course credit.

*** Instructional Unit (IU) is one period of instruction per semester and has the value of one-half credit.**

**** Credits for electives will be given at the discretion of the IEPC for: 1) Continued study in a required area listed above, and/ or 2) any general education courses offered by the local school district.**

Secondary Special Education Curriculum

Introduction

Secondary special education curriculums are varied and many. The following is offered as a single example. The goals listed in each of the categories may be revised based upon the expected outcomes developed for the state of Michigan through Disability Research Systems. (For more information on the outcome indicators project, contact Dr. Lucian Parshall, Michigan Department of Education, Special Education Services, [517] 335-0460.)

I. Personal Adjustment: Developing Personal and Social Skills Necessary for Independent Adult Living

A. The following examples are representative of goals essential to adult independent living:

1. To develop the basic skills for home and family living.
2. To develop recognition of community resources and services, and the communication and mobility skills for accessing those resources and services.
3. To develop an understanding of rights and responsibilities as a citizen of the community.
4. To develop an understanding of the governmental process at the national, state, and local levels.
5. To develop an understanding of personal health, safety, hygiene, and appearance.
6. To become familiar with the cause and effect of his/her actions upon the natural environment.
7. To develop skills for managing personal, business, and consumer affairs.
8. To be knowledgeable of the use of prosthetic devices and sensory aides where applicable.
9. To develop an understanding of personal strengths and weaknesses and the impact of one's handicapping condition in terms of life roles and daily living.

B. The following are examples of special education courses designed to provide instruction relating to the obtainment of the above goals:

1. Consumer Business (2 semesters/1 credit)
   This course concentrates on the skills and knowledge necessary for the independent management of personal finances and consumer affairs. Instruction will focus upon banking skills, budgeting, using credit cards, finding and financing a home or apartment, selecting various insurance policies, completing tax return forms, understanding paycheck deductions, paying monthly bills, understanding simple contracts, leases and warranties, and developing shopping skills, including the use of the yellow pages.

2. Home Management (1 semester/one-half credit)
   This course concentrates on the skills and knowledge necessary to independently operate and maintain a home. Instruction will focus upon simple home repairs, household cleaning, clothing care, operation of appliances, sources of aid for major repairs and household problems (fire, police, heat, electric, plumbing, telephone, etc.), food storage, planning and cooking meals, and home safety, including the recognition and safe storage of poisonous and flammable substances.

3. Family Living (1 semester/one-half credit)
   This course concentrates on the responsibilities involved in family relationships, particularly marriage and parenting. Instruction will focus upon the emotional and physical needs of family members, the importance of prenatal and postnatal care, and the community resources available for aid and instruction in child rearing.

4. Health Care (1 semester/one-half credit)
   This course concentrates on the responsibilities involved in personal care. Instruction will focus upon personal cleanliness and grooming, the importance of frequent medical and dental examinations, recognition and treatment of common illnesses, the damaging effects of substance abuse, communicable diseases, first

aid, procedures for handling medical emergencies, community health services, the proper use and dangers of medicines, and, if applicable, the use of prosthetic devices and sensory aids.

5. Government (2 semesters/1 credit)
This course concentrates on our system of government and the rights and responsibilities of its citizens. Instruction will focus upon the history of government of the United States and Michigan, federal and state constitution; and the present structures and functions of national, state, county and city governments, including voting systems, the criminal justice system, small claims court, taxation, and the social security system.

6. Community Living (1 semester/one-half credit)
This course concentrates on the social, communication, mobility, and process skills necessary for interacting in the local community, and accessing the resources and services of the community. Instruction will focus upon similarities/differences between one's own interests, values and physical, intellectual and emotional characteristics, and those of others; socially appropriate behaviors directed toward others in his/her environment; various public and private agencies providing health care, financial assistance, family services, employment services, recreation, etc.; common application and interview procedures utilized by those agencies; public transportation and the utilization of maps and directions to aid in travel; methods for obtaining information; and the cause and effect of one's actions upon the natural environment of the community.

II. Prevocational Education: Prerequisites for Vocational Education

Successful completion of a vocational education program is predicated upon the student's prior development of enabling skills/prerequisite skills. While the necessary enabling skills/prerequisite skills will vary, depending on the vocational education program the student enters, there are certain "core" skills essential for entry into all programs.

A. The following examples are representative of goals essential to preparation for vocational education:

1. To develop reading and oral and written communication skills necessary for entry into, and completion of, a vocational program.
2. To develop math skills necessary for entry into, and completion of, a vocational program.
3. To explore and become familiar with a broad range of occupations.
4. To recognize personal skills necessary for a successful career choice, including the impact of one's handicapping condition, and where applicable, the use of prosthetic devices.
5. To become knowledgeable of common sequenced work processes, including the names and uses of tools, utensils, appliances, and other equipment involved in those processes.
6. To become knowledgeable of common employment procedures and requirements.
7. To develop an understanding and knowledge of universal work skills.
8. To develop recognition of assistive social agencies and appropriate procedures for receiving services relative to employment/unemployment.

B. The following are examples of special education courses designed to provide instruction relating to the attainment of the above goals:

1. Fundamental English (4 semesters/2 credits)
This course concentrates on developing basic reading, written and oral communication skills, with particular emphasis on work related tasks. Instruction will focus upon following and giving directions; using the telephone; completing application forms; recognition and understanding of labels, advertisements, posted notices, traffic signs, route markers, addresses, identification cards, common abbreviations, and the yellow pages; listening for information from news and weather reports; interpreting newspapers; requesting information; answering questions in complete sentences; taking messages; and letter writing.

2. Fundamental Math (3 semesters/1 1/2 credits)
This course concentrates on developing basic math skills, with particular emphasis on work related tasks. Instruction will focus upon recognizing and writing numbers; solving mathematical problems through additional, subtraction, multiplication, division, fractions, and percentages; measurement (weight, volume, velocity, and linear); reading a thermometer; reading and recording time; utilizing calendars; graphs; geometric shapes and concepts; and utilizing calculating devices.

3. Career Education (1 semester/one-half credit)
This course explores a broad ranges of occupations and develops recognition of personal skills necessary for a successful career choice. Instruction will focus upon identifying and examining occupational clusters; identifying tentative career goals based upon individual interests, abilities, values, and needs; and planning strategies for acquiring the prerequisite skills which lead to a chosen career option.

4. Employment Skills (2 semester/1 credit)
This course concentrates on developing an understanding of employment procedures and universal work skills. Instruction will focus upon employee responsibilities regular attendance, promptness, notification of absence, appropriate attire, etc.); job interviewing and application procedures; common sequenced work processes, including the names and uses of tools, utensils, appliances, and other equipment involved in those processes; labor union requirements; minimum wage requirements; occupational health and safety requirements; and assistive social agencies and appropriate procedures for receiving services relative to employment/unemployment.

III. Vocational Education

The vocational education requirement may be achieved through the completion of one of the following alternatives:

A. A regular vocational education program approved by the Vocational-Technical Education Service Area (V-TES) of the Michigan Department of Education.
B. An adapted (special needs) vocational education program approved by V-TES.
C. Contracted services less than class size approved by V-TES.
D. A special education/vocational education program approved by the Intermediate School District (ISD).
E. An individualized vocational training program approved by the ISD.

IV. Physical Education

The physical education requirements may be achieved through one of the following options:

A. Regular Physical Education
B. Adaptive Physical Education
C. Special Education Physical Education

V. Assignment to the Secondary Special Education Curriculum

The determination to assign a handicapped student to the secondary special education curriculum may be made by an Individualized Educational Planning Committee (IEPC). However, handicapped students who are following the special education curriculum are not prohibited from taking courses offered in the regular education curriculum.

VI. Graduation Requirements

A. Credit Accumulation

The graduation of handicapped students constitutes a change of educational status, and, thus, requires the convening of an IEPC meeting. For handicapped students graduating from the secondary special education curriculum, the IEPC must determine that the following course and credit requirements have been completed*:

Courses	Credits	Regular Education Courses as Acceptable Substitutes
Consumer Business	1	Business
Home Management	1/2	Home Economics
Family Living	1/2	
Health Care	1/2	
Government	1	Civics
Community Living	1/2	
Fundamental English	2	English I & II
Fundamental Math	1 1/2	Math I & II
Career Education	1/2	
Employment Skills	1	
Physical Educaiton	1	
Vocational Education	2	
Electives	4	
Total Credits	**16**	

B. Grading

The special education curriculum will follow the same grading system as established for regular education.

VII. Approval

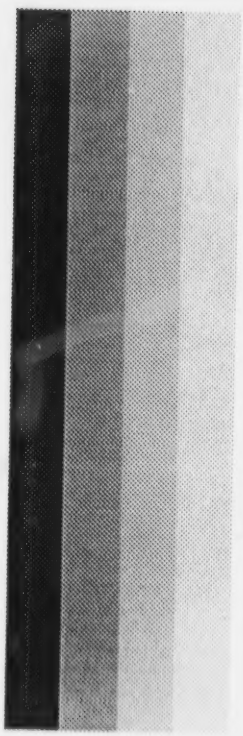
This plan was approved by the ISD on _____

This plan was approved by the LEA on _____

****

*It is expected that some handicapped students may not be able to fulfill these requirements within the traditional time structure of four years of high school and may need additional time.

Chapter 3



Personal Adjustment Education

I. Philosophy

The LEA board-approved special education course of study should minimally include personal adjustment education, prevocational education, vocational training and physical education.

Personal adjustment should not be limited to a single class, but should be integrated into the breadth of a student's curriculum throughout his/her formal education.

The primary goal of personal adjustment education is to help individual students understand themselves and others. Practical outcomes of personal adjustment education range from development of skills in career planning to positive interpersonal relations to a viable lifestyle to effective use of recreational time.

Although needs of individual students may vary widely, personal adjustment education should, in every case, meet the minimum standards established by the LEA and included in the ISD plan. As a minimum, a student should develop personal adjustment skills comparable to those outlined in the Special Education Rules **(Rule 340.1701a(k))**. Ultimately, personal adjustment education should provide the skills or techniques which will enable the student to attain levels of work and leisure which are both productive and satisfying.

II. Revised Administrative Rules for Special Education

Rule 340.1701a(k)

"Personal adjustment education" means instruction designed to assist the handicapped person to develop personal and social skills needed for adult independent living, including all of the following:

(i) Activities of daily living.

(ii) Homemaking.

(iii) Mobility.

(iv) Personal health and appearance.

(v) Recreation.

(vi) Use of prosthetic devices and sensory aids.

The student should be able to demonstrate behaviors which indicate s/he has achieved an acceptable degree of work and social maturity. These behaviors can include (but are not limited to) the following:

(1) demonstrable social responsibility

(2) effective communication

(3) ability to care for personal needs

(4) an acceptable level of self-awareness and self-confidence

(5) adequate independent mobility within the community

III. Delivery Options

A. Independent Model

The independent model may be used in the special education curriculum leading to a high school diploma. Here, a single class can be designated for the exclusive instruction of personal adjustment. This class can, for example, be a special education social studies class entitled Personal Adjustment or Living in Today's World. It can be a single semester, or a full year in duration, as determined by the LEA, and will offer credit toward a diploma.

This course is taught by a special education instructor.

B. Infusion Model

The infusion model is designed to incorporate personal adjustment education experiences into existing programs without changing the integrity of their instructional content. In this model, personal adjustment competencies are incorporated into content areas classes, such as science, math, English, home economics.

These classes can be taught by either regular education or special education teachers.

C. Interdisciplinary Model

This approach to personal adjustment education consists of a coordinated effort of several support and/or academic disciplines. A regular education instructor can teach instructional content area with support from a special education teacher. A team teaching approach can also be used. A home economics teacher, for example, can also teach daily living skills. If, however, one of the students in the class needs a cardiac kitchen, an outside specialist must be brought in to provide the required but unique expertise which falls outside the instructional capabilities of the primary home economics teacher.

IV. Program Content

All personal adjustment education models might include any or all (but are not limited to) the following topics:

(1) family living

- [a] dating
- [b] marriage
- [c] child care
- [d] divorce
- [e] death and dying

(2) homemaking

- [a] home maintenance
- [b] housekeeping skills
- [c] meal planning and preparation
- [d] apartment living

(3) personal hygiene

- [a] grooming
- [b] health care
  - (i) substance abuse
  - (ii) safety

(4) interpersonal skills

- [a] mobility in the community
- [b] developing and maintaining friendships
- [c] communication skills
- [d] acceptable social behaviors
- [e] citizenship in the community

(5) leisure time activities and recreation

- [a] hobbies
- [b] sports
- [c] music
- [d] arts and crafts

(6) The use of prosthetic devices and sensory aids

- [a] Students in POHI, VI, or HI programs, for example, need instruction in the care, use, and maintenance of the prosthetic devices they require. Special emphasis should be placed on learning about community agencies which can be called upon when the student has graduated or no longer attends school.

For special education students on a special education curriculum leading to a high school diploma, LEAs may develop curricula which include, but are not limited to, those components required by law. Examples can be found in the following districts:

Livonia Public Schools [1]
15125 Farmington Road
Livonia, MI 48154

Flint Kearsley Community Schools
G-4396 Underhill Drive
Flint, MI 48506

[1] See Appendices B-1 - B-6, pages 125-130

Kalamazoo Valley Intermediate School District
1819 East Milham Road
Kalamazoo, MI 49002

For special education students on a regular education curriculum leading to a high school diploma, regular education instructional content areas, such as social studies, government, and physical education, should address constituent instructional requirements of personal adjustment education. It is imperative that these students also receive support from a special education instructor, an Michigan Rehabilitation Services (MRS) counselor, an Michigan Employment Security Commission (MESC) counselor and/or work-study coordinator in order to infuse the lessons of the classroom into the student's daily life. The ability to communicate with an employer, to get across town to a job, or to dress appropriately for an interview, for example, can be effectively reinforced by members of the student's special education team.

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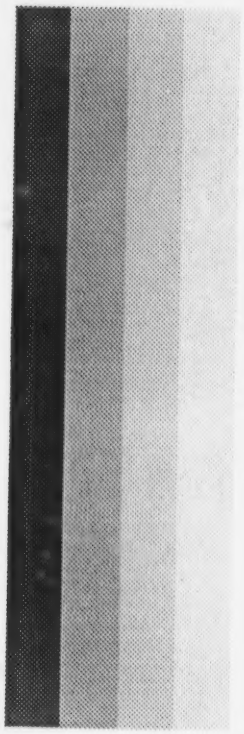
Chapter 4



Prevocational Education

I. Introduction

There are three prerequisites to successful participation in vocational education: personal adjustment education [1], prevocational education, and vocational evaluation. [2]

This chapter offers special educators an overview of relevant prevocational curricular content.

The purpose of prevocational education is preparation of the special education student for vocational education. It should be blended into each student's formal education, beginning in early elementary grades and continuing until s/he exits the secondary level. Prevocational education models should be planned, evaluated and carefully monitored as part of the IEPC process.

Prevocational education develops competencies which prepares the student for entrance into and subsequent successful completion of vocational education. Each program should include an evaluation component by which the specific prevocational competencies necessary for entry into a vocational program can be accurately identified. Some key competencies, include:

- self awareness and assessment
- career exploration
- career awareness

Prevocational education should incorporate, but not be limited to, basic reading, writing, and computational skills, all of which are directly related to vocational education. It should also provide the same general knowledge of vocational education required of nonhandicapped students, e.g., familiarity with career requirements, tool usage, and vocational vocabulary.

The singular basis for identifying successful completion of a prevocational education program should be pertinent criteria developed by the LEA. [3]

Appropriate application of success criteria calls for continual and accurate assessment of student progress and development of prevocational skills. Prevocational curriculum can serve as a useful evaluative tool.

To insure the smoothest possible transition to a vocational curriculum, conclusions reached through this assessment process should be shared with vocational educators at the time vocational training is contemplated. This should insure proper student placement in vocational training.

II. Revised Administrative Rules for Special Education

Rule 340.1749b

"Prevocational education" means instruction needed as a prerequisite to vocational education, such as the following:

(i) Reading.

(ii) Writing.

(iii) Mathematics.

(iv) Knowledge of commonly used tools, utensils, and processes.

(v) Familiarity with the broad range of occupations for which special skills are required.

(vi) Common employment procedures and requirements.

(vii) Knowledge of the nature and extent of vocational limitations caused by a handicap.

Prevocational education shall be an integral part of a curriculum which has been approved by the LEA and which is expressly identified within the ISD plan.

III. Delivery Options [4]

The wide array of needs in Michigan's LEAs requires more than a single type of program. The thread which binds all the state's prevocational programs together is their common goal to provide each student with the preparatory knowledge, experiences,

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1 **Personal adjustment education is addressed in Chapter 3, pages 34-36.**

2 **Vocational evaluation is addressed in Chapter 6, pages 46-48.**

3 **Local Education Agency.**

4 **RECOMMENDED PREVOCATIONAL COMPETENCIES FOR SPECIAL EDUCATION. Michigan Department of Education. Special Education Services, Post Office Box 30008, Lansing, MI 48909. © 1988. All Rights Reserved.**

work habits and attitudes s/he will need for success in vocational courses and then in the workplace.

Several prevocational education models are available. The four models discussed in this chapter provide for infusing prevocational education competencies recommended by the Michigan Department of Education. Each LEA may develop or implement its own model.

A. Independent Model (Comprehensive) [5]

This model directs instruction specifically to comprehensive prevocational competencies and academic skills. Using one or more teachers in a departmentalized program, it can be taught as a separate course, and should include life skills, career planning, etc.

This model is designed to develop the following work-related skills and behaviors in students:

1. attendance
2. on time/punctuality
3. on task
4. task completion/productivity
5. interpersonal relationships: coworkers, supervisors, customers, etc.

B. Orientation Model (General Orientation)

This model is exploratory in nature. It introduces the student to information about occupational areas, educational requirements, job requirements and local job opportunities. An example of this type of programming is the production-oriented experience learning laboratory. [6]

A production setting has proven a valuable educational tool for helping students to successfully develop work-related skills and behaviors. In this model, students participate to produce useful items, i.e., small wooden toys for the child care programs, notepad holders for school district staff, games and knick-knacks sold in the vocational marketing program, collating written materials, packaging nuts and bolts, etc.

This model is not designed for teaching specific vocational skills; teachers do set-up and make technical adjustments while students are limited to specific job tasks. It does, however, give each individual the opportunity to develop interpersonal and production skills necessary for success in both a vocational setting and community work environment.

This model is designed to develop the following work-related skills and behaviors in students:

1. attendance
2. on time/punctuality
3. on task
4. task completion/productivity
5. interpersonal relationships: coworkers, supervisors, customers, etc.

C. Infusion Model

This model provides for achievement of prevocational educational experiences in existing programs without changing program content.

This model is designed to develop the following work-related skills and behaviors in students:

1. attendance
2. on time/punctuality
3. on task
4. task completion/productivity
5. interpersonal relationships: coworkers, supervisors, customers, etc.

[5] **Reference: PREVOCATIONAL IMPLEMENTATION PLAN. Alabama Department of Education, Division of Vocational Education Services, Montgomery, Alabama 36130. January, 1983.**

[6] **To comply with labor regulations, this lab must: (1) be part of a planned education program; (2) not lead to monetary profit for the student; and (3) return all profits, if any, to the education program.**

D. Interdisciplinary Model

This model includes the coordination of several support disciplines and/or several academic disciplines.

Listed below are some options for delivering and designing prevocational education programs at the LEA and ISD levels. This list does not include all effective program designs:

1. **Prevocational course offered at a local school.**

   This class offering could be a self-contained course/program offered to special education, special needs, and regular education students. It incorporates the educational development plan (EDP) process recommended by the state board of education for all students, and could be taught by a single special education teacher or, ideally, by a teaching team comprised of a special education teacher and a regular education teacher, at least one of whom has a background in career education.

2. **Prevocational course offered at a skill/vocational/career center.**

   This course effectively utilizes experiences in prevocational and career exploration through existing center programs. It could be taught either by a special education teacher or by a team of special education and vocational education instructors.

   This type of program enhances the student's environmental adjustment at area skill/career/vocational centers and allows students to see firsthand benefits of available services and options. It could be made available to special education, special needs and regular education students within the prevocational EDP development process.

3. **Prevocational courses offered at contracted vocational education sites.**

   This type of program is designed for districts which do not have skill/vocational/career centers or which have contracted vocational educational sites based in the community.

4. **Incorporation of prevocational objectives into existing special education and regular education course offerings.**

   With this model, local districts and ISDs can develop a plan for systematically infusing prevocational objectives and competencies into existing courses, such as an EMI or EI class for students on a special course of study, or within a math, language arts, industrial education, social studies, home economics, or living skills class. The IEPC must plan, evaluate, and closely monitor in order to identify the prevocational competencies which have been achieved and the extent of that achievement. Also, a general system of accountability would chart the student's progress and completion of prevocational objectives/competencies which might be require several different classes and/or programs. This, then, would show the need for one person to take responsibility for the management and documentation of student success in prevocational education, that is, to determine which prevocational competencies have been achieved and the level of competency attained.

   This information should be shared in conjunction with other vocational assessment information prior to the placement of the special education student in a vocational class.

This model is designed to develop the following work-related skills and behaviors in students:

1. attendance
2. on time/punctuality
3. in task
4. task completion/productivity
5. interpersonal relationships: coworkers, supervisors, customers, etc.

IV. Program Content

The primary thrust of prevocational education should be equipping the special education student with entry skills [7] which will enhance her/his chances for success in the vocational classroom/laboratory.

Prevocational education is not, and should not be construed to be, an early vocational training program in which the prevocational instructor is required to teach vocational objectives. Vocational objectives are exclusive to the occupational training area. A prevocational education curriculum should include instruction in the seven major areas identified in the **"Recommended Prevocational Competencies for Special Education"** published by the Michigan State Board of Education.

These include:

1 - 3. Math, reading and vocabulary skills directly related to vocational education, and any appropriate specialized skills that may be necessary for specific vocational interests, i.e., letter writing competency needed for secretarial occupations, mixing and measuring ability required for trades and industry, communication skills necessary for service careers.

4. Proven knowledge of general safety rules and procedures.

5. Demonstrated personal/social skills which would be necessary for a student to successfully function in a vocational setting.

6. Familiarity with a broad range of occupations, including documentation showing that vocational choices had been systematically made to parallel the student's interest and aptitude (both cognitive and motor skills)

7. General knowledge of common tools, equipment, materials, and processes that relate to specific vocational choices, e.g., how to hold a hammer, know what a word processor does, what an x-ray is, how to thread a nut on a bolt, how to thread a needle

Expectations and Suggestions

1. It's expected that a systematic evaluation process will be established as a means of "tracking" the progress of each individual student and that the data gathered therefrom will be used by the IEPC in determining vocational readiness.

2. The outcomes of the prevocational education experience, and personal adjustment education progress, may be included as a part of the written process of vocational evaluation. The minimum recommended prevocational competencies should not be used as an evaluation tool.

   Learner outcomes of prevocational education may be used as part of the vocational evaluation process, but cannot be the only evaluative tool used for placing students in vocational education.

3. Regular interaction by teacher and student with community resources, i.e., employers, employment agencies, skilled workers, etc., and the vocational center/programs is an effective tool for making the educational experience both practical and motivating for the special education student. Hence, creative methods of injecting such interaction into the day-to-day classroom activities should be used whenever possible and appropriate.

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[7] **For a complete list of general prevocational skills, see GENERIC PREVOCATIONAL TASK LIST Appendices C-1 - C-3, pages 131-133.**

Chapter 5

Vocational Education

I. Introduction

The goal of vocational education is to realistically prepare students for employment. To insure the most effective vocational training consistent with individual abilities, interests and aptitudes of students, special education personnel should work closely with their colleagues in vocational education. Continuing communication should have been established and maintained between special education and vocational education during each student's prevocational and vocational experience. It is essential that the two share information about evaluation, student strengths and limitations, and teaching strategies for the benefit of student and teacher alike.

Representatives of both special education and vocational education should attend the Individualized Educational Planning Committee (IEPC).where assessment results will be shared and explored. Here, too, adaptations to programs, and/or environment, will be discussed and supportive services, where appropriate, will be determined. It is imperative that vocational representatives familiarize themselves with the student and his/her abilities. It is also necessary and for vocational educators to be able to identify support personnel who will be assisting them in the learning experience of the handicapped students.

Prior to placement, the vocational teacher to whom the special education student is assigned should be completely briefed on the student's level of educational performance. When the vocational representative to the IEPC is different from the person to whom the student is assigned, both the vocational representative and the special education support person should thoroughly communicate all findings and expectations to the teacher prior to the student's first day in the classroom.

After placement in a vocational education program, special education and vocational education should cooperatively develop goals and objectives which will result in the student's development of minimum competencies for entry level employment.

Success in vocational education is determined in large part by the special education student's achievement of preset goals and objectives and completion of vocational training. An effective method of continuing evaluation should be developed and monitored by the IEPC to make those decisions.

Continual regular communication among all parties is felt to be the best assurance of appropriate programming for both student and teacher.

II. Revised Administrative Rules for Special Education

Rule 340.1701b(j)

(j) "Vocational education" means vocational education as defined in section 7 of Act No. 451 of the Public Acts of 1976, as amended, being §380.7 of the Michigan Compiled Laws.

Section 7 of Act NO. 451 of the Public Acts of 1976, as amended, being §380.7 of the Michigan Compiled Laws.

(4)*"Vocational Education" means vocational or technical training or retraining which is given in schools or classes, including field or laboratory work incidental thereto, under public supervision and control, and is conducted as part of a program designed to fit individuals for gainful employment as semi-skilled or skilled workers or technicians in recognized occupations, excluding a program to fit individuals for employment in occupations which the state board determines and specified (sic) to be generally considered professional or as requiring a baccalaureate or higher degree. The term includes guidance and counseling in connection with the training and instruction related to the occupation for which the pupil is being trained or necessary for the pupil to benefit from the training. The term includes the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment, the construction or initial equipment of buildings, and the acquisition or rental of land.*

III. Program Options

A. Regular Vocational Education

1. Definition of Program

Many handicapped students are capable of succeeding in a regular vocational education program. Instruction here, of course, is furnished by a certified vocational education teacher. Additionally, services from certified special education staff should be forthcoming if requiredf by the student. In all programming for special education students enrolled in regular vocational education programs, it is expected that minimum vocational education competencies be

achieved and that all programs operate in an approved vocational education facility.

2. Student eligibility

Regular vocational education is for a handicapped student who can be expected to meet minimum suggested competencies. The student is usually on a regular education curriculum. If s/he is on special education curriculum, then the IEPC should reflect the rationale of why regular vocational education is the appropriate choice.

3. Requirements for Completion of Regular Vocational Education

All students must complete minimum competencies required by the course.

4. Resources

a. Special education ancillary personnel may include, but are not limited to, occupational therapist, speech therapist, school social worker, vocational evaluator, work-study coordinator, etc.

b. Special education instructional staff may include teacher consultant, resource room teacher, etc.

c. MRS may provide special equipment needed by the student, such as prosthesis, special glasses, etc., and assume an active role in future vocational planning. [10].

5. Options

Regular vocational education programs may be offered by any of the following: area career centers, local high school vocational education programs and contracted services, private occupational school, business/industrial settings, and other sites as approved by Vocational-Technical Educational Service (V-TES).

B. Adapted Vocational Education

1. Definition of Program

Many handicapped students are capable of succeeding in the regular vocational education program if they are given sufficient support services and assistance in the instructional setting.

The adapted vocational education program is a regular vocational education program which has been modified to provide special service and help to handicapped students who could not otherwise be placed in the program. This alternative may be suitable for handicapped persons assigned to teacher consultants or special education resource rooms, and who require adapted instruction. Instruction is provided by a certified vocational education teacher.

2. Student eligibility

Adapted vocational education programs are for handicapped students who are expected to meet the minimum suggested competencies with support services and instructional assistance. The Students may be on a regular education curriculum or on a special education curriculum.

3. Requirements for Completion of Adapted Vocational Education

Handicapped students receive credits toward a regular high school diploma in the same manner as nonhandicapped students in the vocational education program. The program prepares participating special education students for graduation and subsequent employment or post-school vocational training.

Adaptations in the regular vocational education curriculum should be approved by V-TES, Michigan Department of Education. Addition of supportive personnel and/or adaptive instruction does not require approval.

4. Resources

a. Vocational education paraprofessionals, support teachers and other special services as deemed appropriate.[2] Refer to Special Needs Guidelines.

b. Special education ancillary personnel may include, but are not limited to, occupational therapists, speech therapists, school social workers, vocational evaluators, work-study coordinators, etc.

[1] See Appendix D-5, page 138.

[2] See Appendix D-7

c. Special education instructional staff may include teacher consultant, resource room teacher, work-study coordinator, etc.

d. MRS may provide post-school services, rehabilitation counseling, placement and follow-up services, and may help to pay the costs of placement tools, physical restoration, etc., when the client, family or another public agency cannot cover the costs. [3]

5. Options

A regular vocational education program with special services, including adaptation of curriculum, instruction, equipment and facilities, designed to meet needs of handicapped students.

C. Contracted Services Less than Class Size

1. Definition of program

By contractual arrangement, business, industry, or private schools may provide vocational education substantially equivalent to that provided by public education at a lesser cost, or they may provide programs, equipment and services not readily available in public education. Instruction is provided on the premises of the contractor. [4] Instruction will be given by skilled certified personnel annually authorized under the jurisdiction of the contractor.

2. Student eligibility

Less-than-class-size programming is designed for handicapped students who can be expected to complete minimum suggested competencies for entry level employment. To participate students may be on regular education curriculum or on a special education curriculum.

3. Requirements for Completion of Contracted Services Less than Class Size

Successful completion means students will gain minimum suggested competencies for entry level employment and/or post school vocational training.

4. Resources

a. Special education ancillary personnel, which may include work-study coordinators, occupational therapists, speech therapists, school social workers, etc.

b. Special education instructional staff which may include teacher consultants, resource room teachers, etc.

5. Options

Contracting with local nursing homes for variety of job title instruction. Instruction may involve either an individual student or a group of students.

D Individualized Vocational Training (IVT)

1. Definition of program

The Individualized Vocational Training (IVT) program is specifically designed for those handicapped students whose vocational education interests and needs cannot be met in regular, adapted, or special education/vocational education programs. Instruction is provided by designated persons within local business or industry in cooperation with special education personnel.

The program is developed cooperatively with the parents and/or minor student and the employer. Since the student is placed in the community site to receive vocational training, s/he is not considered an employee and therefore receives no monetary compensation. As a trainee, the employer-trainer is not required to provide the usual employer benefits, i.e., worker's compensation insurance, unemployment insurance, and/or liability insurance, etc. As a trainee, the student is in a "school-sponsored" program and is covered by the school liability insurance.

The IVT model expands the school district's vocational training laboratory into the community. Employers become directly involved in the vocational education of students.

The IVT must be consistent with all six of the following U.S. Department of Labor criteria for determination of a student as a trainee:

[3] See Appendix D-5, page 138.

[4] See Appendix D-4, page 137.

a. The training, even though it includes actual operation of facilities of the employer, is similar to that which would be given in a vocational school.

b. The training is for the benefit of the trainee or student.

c. The trainees or students do not displace regular employees, but work under their close supervision.

d. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operation may actually be impeded.

e. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

f. The employer and the trainees or students understand that the trainee or student is not entitled to a wage for the time spent in the training.

2. Student eligibility

The IVT program was developed for handicapped students with special interests/talents or special training needs. Participating students may be on either a regular education curriculum or special education curriculum.

To be eligible for this program, each student must be assigned to the caseload of an approved special education personnel. That staff person is responsible for the development of the student's vocational education program which must include:

a. Individualized goals and objectives should parallel the minimum performance objectives of vocational education as developed and approved by Vocational-Technical Education Services (V-TES). based on vocational education minimum performance objectives in the chosen training area.

b. Identification of the number of hours of training.

c. Determination of the amount of credit the student is to receive. [5]

d. Making arrangement for the placement of the student in the community based vocational education program.

e. Development of an evaluation system to determine if the goals and objectives have been met.

3. Requirements for Completion of An Individualized Vocational Training (IVT) Program

Students receive credits toward regular high school diplomas. The IEPC must approve the training plan and the amount of credit to be given.

This type of program should provide minimum suggested competencies for entry level and/or post-school vocational training. The individual plan must be approved by the Intermediate Director of Special Education - or her/his designee - as being consistent with the intent of the ISD plan.

Designated personnel within local business, industry, or educational institution takes the responsibility, in coaction with the assigned teacher, to provide the student with skills necessary to complete the program.

4. Resources

a. Special education personnel, which may include work-study coordinator, occupational therapist, speech therapist, school social worker, special education teacher, teacher consultant, vocational evaluator, etc.

b. Special education classroom programs and support services.

MRS may provide post-school services, rehabilitation counseling, placement and follow-up services, and may participate in the costs of placement tools, physical restoration, etc., when the client, family or another public agency cannot cover the costs.

5. Options

Special interests/talents:

- shoe repair
- music
- dairy farming
- library aide
- patient monitor
- dishwasher
- laundry worker

[5] **See Appendix D-2, page 135.**

Special training needs: inability to transfer training from classroom to job site.

E. Special Education/Vocational Education

1. Definition of program

The SE/VE program, taught by special education approved personnel, is designed to help special education students meet vocational education prerequisites for graduation.

The training is typically designed for semi-skilled jobs, e.g., custodian, nurses' aide, or introductory skills, such as electronics, auto mechanics, secretarial, etc., designed to provide skills necessary for entry into a regular vocational education sequence or to provide entry level job skills. SE/VE is for handicapped persons whose disabilities preclude integration into a regular vocational education program. It is common in self-contained special education programs.

The teacher should have qualifying experience in the vocational field. A paraprofessional experienced in the vocational area may also work with the teacher.

The curriculum is based on the Michigan Department of Education's minimum suggested competencies for vocational education.

2. Student eligibility

A special education/vocational education program is for handicapped students whose impairments are so severe that their vocational needs cannot be met in regular or adapted vocational education programs and/or whose vocational choices are not available in either regular or adapted vocational education programs. The student should be on a special education curriculum leading to a high school diploma. This is a segregated program designed especially to help special education students complete the minimum vocational education requirements they need for graduation. Although the program can be taught by either a special education or vocational education certified teacher, the program should be under the primary instructional responsibility of a special education teacher.

3. Requirements for Completion of Special Education/Vocational Education

Students will complete instructional objectives for graduation with competencies which enable them to enter into competitive or sheltered workshop employment or which successfully prepares them for further vocational education in regular or adapted vocational education. It always provides students who successfully completed the training with job entry skills.

The program must be included in the ISD Plan for the Delivery of Special Education Programs and Services.

4. Resources

a. Special education ancillary personnel may include, but are not limited to, occupational therapist, speech therapist, school social worker, etc.

b. Instructional special education aides may be provided.

c. Michigan Rehabilitation Services may provide post-school services, rehabilitation counseling, placement and follow-up services and may help to pay the costs of placement tools, physical restoration, etc., when the client, family or another public agency cannot cover the costs.

5. Options

This program is needed for students who require a substantially long period of time to learn vocational skills or for students who have emotional or behaviorial problems which require them to be isolated from their peers. It usually is a segregated program.

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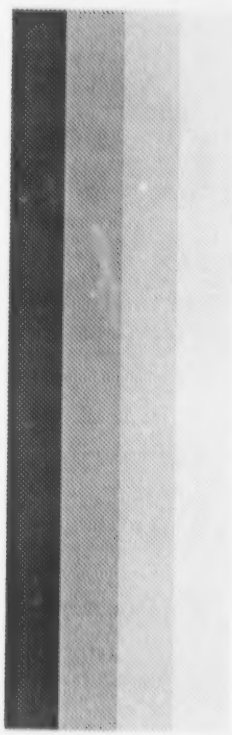
Chapter 6



Vocational Evaluation

I. Introduction

Vocational education is "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in those fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as in integral part of the program." [1]

The mission of vocational education is to imbue students with independent living skills, a primary emphasis of which is on development of skills which will enhance their employability.

Successful vocational education necessitates the custom design of component programs which allow for specific abilities, interests and potentials of each student. The process which makes development of that custom program design possible is vocational evaluation.

Because of its key role in preparing a student for living and working in the social mainstream, vocational evaluation is a prerequisite for student entry into any level of vocational training, including:

Regular Vocational Education

Adapted Special Needs Vocational Education

Contracted Services Less than Class Size

Special Education/Vocational Education

Individualized Vocational Training(IVT)

II. Revised Administrative Rules for Special Education

The Administrative Rules for Special Education in Michigan, effective July 1, 1987, state:

[Rule 340.1721(a)(9)]

"a vocational evaluation shall be conducted before a handicapped student receives vocational education. The evaluation shall be conducted by personnel qualified to administer and interpret the particular evaluations used."

Additionally, **Rule 340.1701b(k)** indicates, *"Vocational evaluation" means an evaluation conducted before vocational education, which shall include, at a minimum, an assessment of the student's personal adjustment skills, aptitudes, interests, and achievements and special information regarding the student's handicapping condition.*

A review of the administrative rules reveals five (5) clear requirements. These are:

1. A vocational evaluation must be completed prior to vocational education for a handicapped student.
2. A student's personal adjustment skills must be assessed in an evaluation process.
3. The evaluation must include an assessment of aptitudes and a screening of interests.
4. A student's achievements and handicapping condition must be reviewed during an evaluation.
5. The vocational evaluation must be administered by personnel qualified to administer and interpret the evaluation used.

Vocational evaluation is the responsibility of the agency providing educational programming to handicapped students. Each evaluation should be administered prior to, but as close as possible to, the scheduled entry by the affected student into a vocational program. However, schools that wish to allow time for remediation of deficient skills may schedule vocational evaluations earlier in a student's educational process.

III. Delivery

A systematic approach will best satisfy regulatory requirements for these assessments, that is, a continuous accumulation of information necessary to develop and implement appropriate training programs. Much of that information is available at, and should be compiled by, personnel of the LEA, the state agency or private facility. Assessment of aptitudes and screening of interests may also be conducted at the local school. If

[1] **Federal Register, Vol. 50, No. 159, Friday, August 18, 1985, Rules and Regulations.**

more specialized assessment is called for, the services of a trained vocational evaluator may be utilized.

The following three level continuum is the recommended delivery system for vocational evaluation of handicapped students. Levels I and II are required to complete an assessment which meets administrative rule requirements.

LEVEL I

Levels I and II are necessary, as a minimum, to be in compliance with administrative rule requirements. This analysis could include current information available from regular and/or special education records, such as:

1. School records
   a. Academic achievement
   b. Intelligence (IQ)
   c. Attendance
   d. Medical history
   e. Social history
2. Special education records
   a. Current multidisciplinary evaluation team reports (Include recent psychological findings);or
   b. Current IEP
3. Interviews (optional) [2] with
   a. Student
   b. Teacher
   c. Parent/Guardian

Compilation of Level I data is the responsibility of the teacher, teacher consultant, counselor or other assigned professional. This stage of the process could disclose information which suggests a full evaluation would be premature at this time. This information must be shared with the person(s) assigned to conduct Level II assessments..

LEVEL II

At Level II evaluators gather specific information on a student's abilities, interests, achievements, and behaviors germane to vocational programming. [3] This section will satisfy state-mandated requirements number two (assessment of personal adjustment skills) and number three (aptitude assessment and screening of interests). In order to develop an accurate assessment, the evaluator must:

1. Administer an interest inventory.
2. Administer ability/aptitude tests.
3. Complete a behavioral evaluation.
4. Administer a social awareness scale.

All handicapped students must undergo Level II assessments which should be produced by professionals trained in the use of the test instruments, i.e. teacher, teacher consultant, work-study coordinator, counselor, psychologist, social worker, vocational evaluator, or other trained personnel.

Prior to vocational placement, a vocational assessment report [4], which includes the findings of Levels I and II, should be written.

LEVEL III

If after completion and analysis of Level I and Level II assessments the IEPC determines still further data is required, then a referral should be made for a Level III evaluation. This referral will contain specific questions to be addressed during the Level III evaluation.

Designed to measure perceptional skills, psychomotor skills, and physical stamina/agility skills, the Level III evaluation is a comprehensive multi-dimensional assessment of students who require simulated hands-on work experiences. It should, however, be limited to those with severe or multiple impairments which preclude accurate determination of vocational interests and aptitudes at Levels I and II.

1. Administer work samples.
2. Administer aptitude tests.

[2] For suggested interview format, see Appendices E-4 - E-11, pages 146-153

[3] Suggested assessment instruments are listed in Appendices E-1 - E-3, pages 143-145.

[4] For suggested form, see Appendix E-12, page 154.

3. Observe and record work behavior.

4. Conduct situational assessment.

5. Administer other tests as deemed appropriate.

The Level III assessment must be performed by an individual trained to administer and observe vocational evaluation tests and behavior. Services may be provided by either the LEA or ISD, or contracted for with a private facility or individual.

Students engaged in career exploration and work experience activities in preparation for eventual employment (including supported employment) but who are not involved in one of the vocational training levels listed above need not have a formal vocational evaluation as described in this chapter. However, continuous assessment of student interest and level of independent performance, however, is highly recommended.

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NOTE: The **Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524)** specifies that only those handicapped students who enroll in vocational education programs in local educational agencies in receipt of a fund allocation for special needs programs need be provided with vocational assessment. This vocational assessment is only one requirement in the 'equal access' provisions of this legislation. Those 'equal access' provisions, in their entirety, are as follows:

[Sec. 204(b),(c); 20 U.S.C. 2334 (b),(c)]

(a) Each local educational agency that receives an allocation of funds under §§ 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade.

(b)(1) Each local educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program -

(i) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (b) (1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of those special services; and

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(2) Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b) (1) of this section.

The results of the vocational evaluation as required by the **Revised Administrative Rules for Special Education** [5], when shared with staff in vocational education programs in local education receiving an allocation of funds for special needs programs, would help vocational education meet only one of the requirements of the **Carl D. Perkins Vocational Education Act**.

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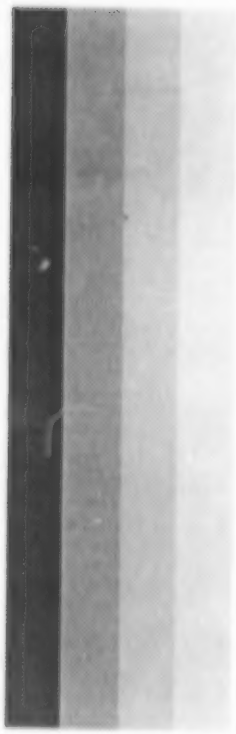
[5] Michigan State Board of Education. Special Education Services. Post Office Box 30008, Lansing, MI 48909. November, 1986.

Chapter 7



Work-study Services

I. Work-study Services

A. Introduction

Work-study is work experience directly related to the occupational pursuit in which the student has been previously prepared in a vocational education program. It is available to those students who have satisfactorily completed personal adjustment education, prevocational education and vocational education. Once the IEPC has determined work-study is appropriate, the rules [1] mandate these services must be made available to any student who has completed vocational education.

The rules also include an approval process for work-study coordinators, specifying that intermediate school districts, local education agencies (LEAs), or a combination of LEAs *shall* provide work-study services and "may assign special education personnel, such as a work-study coordinator, to supervise these services."

The practice of preparing handicapped students for employment through work-study services has a productive history of success in Michigan. More than 200 special education personnel across the state provide handicapped students with work-study services and a wide variety of other services and programs which help to prepare handicapped students for roles as workers in the community-at-large.

Much of the responsibility for transition from the school setting to the workplace is placed in the hands of the work-study coordinator.

This chapter provides an overview of work-study services and the work-study coordinator's role. It defines the responsibilities set forth in Michigan's **Revised Administrative Rules for Special Education**, and makes suggestions for expanded services needed by secondary handicapped students as they prepare for employment.

[1] REVISED ADMINISTRATIVE RULES FOR SPECIAL EDUCATION. Effective July 1, 1987. Michigan Board of Education, Special Education Services, Post Office Box 30008, Lansing, MI 48909. November, 1986.

B. Revised Administratives Rules for Special Education

Rule 340.1733 Program and service requirements; effective dates.

(m) Intermediate school districts or local districts, or a combination of such districts, shall provide work-study services and may assign special educational personnel, such as a work-study coordinator, to supervise these services. A written work-study plan, signed by the parent, school and employer, shall set forth all of the following information:

(i) Educational goals
(ii) Job activities.
(iii) Related subjects.
(iv) Standards of attainment.
(v) Time and duration of the program.
(vi) Wages to be paid to the handicapped person.

The superintendent of the district shall designate a staff member to visit the person and the person's supervisor at the job site at least once every 20 school days to check attendance, evaluate the handicapped person's progress, and evaluate the placement in terms of the health, safety, and welfare of the handicapped person. These services, if determined to be appropriate by the individualized educational planning committee, shall be available to each handicapped student, regardless of disability, if personal adjustment training, prevocational education, and vocational education have been provided.

Rule 340.1799d Work-study coordinators; approval.

The work-study coordinator shall meet all of the following requirements for full approval by the state board of education or its designee:

(a) Full approval as a teacher in 1 or more areas of special education.

(b) A minimum of 3 years of satisfactory teacher experience in special education, with at least 1 year of teaching in a special education classroom at the secondary level.

(c) Recommendation to the department by a university or employing superintendent that the teacher has the following competencies as documented by course work, inservice training, or work experience:

(i) Knowledge of the effects of physical and mental impairment on the individual's learning and work potential.

(ii) A broad range of occupational information, including the ability to use the dictionary of occupational titles to relate specific skills and abilities to job titles.

(iii) Sufficient knowledge of the free enterprise system and business management to answer basic questions about the legal and economic impact of the work-study program.

(iv) The ability to interpret wage and hour, child labor, workers' compensation, and school laws to students and employers.

(v) The ability to do task analysis to identify prerequisite skills needed by the student before entry into the work station.

(vi) Ability to analyze performance problems needed to help students who are not meeting employer expectations.

(vii) Ability to write educational objectives in measurable terms for specific job tasks.

(viii) Knowledge of the role and function of all the following:

(A) The county department of social service.

(B) Michigan employment security commission.

(C) Michigan rehabilitation services.

(D) Other agencies that may provide supportive services to handicapped persons.

(ix) Knowledge of survey research techniques used to identify community employment needs.

(x) Knowledge of skills taught in vocational education programs and the ability to relate vocational competencies to an employer's personnel needs.

C. Work-study Coordinator Role

The role of the work-study coordinator, or the special education staff person assigned to provide work-study services, is complex and varied. The coordinator must, of course, ensure compliance with relevant state rules. Often that basic role must be expanded to meet the needs of the students for which s/he is responsible. There are also a number of related activities commonly associated with the role of work-study coordinator in Michigan but which are not required by rule. This category of related activities may vary from district to district but should be given serious consideration in the development and delivery of a comprehensive and quality work-study program. The extent to which these services can be delivered is often governed by the availability of resources.

II. Required Responsibilities of The Work-study Coordinator

A work-study coordinator MUST perform the following functions. They are not discretionary, but are required by state rule.

The coordinator must:

a. work only with students who are determined eligible through the IEPC process to receive work study services and who meet the legal requirements for such services.

b. make individual student work-study placement using a standard written placement agreement signed by the parent, the student, the employer and the work-study coordinator.

c. inspect each work site and specific work area to determine whether it is safe and whether the environment is conducive to a learning/teaching situation.

d. visit the work placement site at least once every 20 school days when both the student and employer are present.

e. review the practices of each employer and continually monitor employer compliance with labor laws especially as they relate to student employment.

f. evaluate the student's performance on the job with input from the employer.

III. Functions of a Work-study Coordinator

The assigned functions of the work-study coordinator may vary from one educational agency to another. The following functions, however, should comprise a part of every work-study coordinator's duties:

A. Participation in IEPC meetings.

The coordinator may attend all meetings held for students being referred for, or receiving, work-study services. When a student is being considered for work-study, the coordinator should review all pertinent data relevant to placement. S/he should be prepared to offer information about appropriate job sites. Attendance at IEPC meetings offers the coordinator an efficient means of obtaining additional information about the student's strengths, deficits, transportation needs, interests, vocational skills, and other information that may be needed to make a successful job placement. At meetings convened for students currently receiving work-study services, the coordinator may be present to offer information regarding student performance on-the-job.

B. Develop formal relationships with vocational education teachers, special education teachers, and other staff involved in the vocational education process.

Each work-study coordinator should establish close working relationships with persons responsible for providing vocational education to handicapped students. They may provide valuable information regarding the abilities, accomplishments and job readiness of the student prior to placement in the work-study program. More information in the areas of tool usage, machine operation, materials and processes will help the work-study coordinator in making informed and proper placements in the work-study program. Records of student accomplishments and competency levels may be used to place students in jobs that meet their highest functional level.

C. Job development.

The work-study coordinator should identify and visit potential work-sites to determine appropriateness of placement. The skills needed at the site should be related to vocational skills taught in the schools or in Individualized Vocational Training programs (IVT). In work-study, each student must be placed at a work-site which calls for the student to perform tasks learned through vocational education and training. When potential employers are informed about the work-study program, they should be made aware that it might be necessary to make some on-site adaptations for some trainees. On the other hand, they should be informed that frequently the students will be capable of completing assigned tasks as well as any other trainee.

D. Inspect work-sites for safe working conditions.

The work-study coordinator is probably the only school representative to make on-site visitations to the workplace. It's essential for the coordinator to inspect each work station to ensure there is nothing present to endanger the health, safety, or welfare of workers. Often, the student's duties will involve the use of tools and/or machinery. Prior to each job placement, the coordinator must verify and then document that the student has received instruction in the proper, safe use of relevant tools and/or machinery. The presence of proper machine guards, ventilation, and use of protective clothing or goggles must be verified.

E. Determine transportation and class scheduling options.

The selection of potential work-sites is limited by class scheduling and the availability of transportation. The coordinator should explore transportation and class scheduling possibilities before the IEPC meeting.

F. Job placement.

Placement requires the scheduling of an IEPC. However, before a student is placed in a job, s/he should have (1) have completed personal

adustment, prevocational and vocaitonal education, and (2) acquired an entry level vocational skill. A student may attend a vocational class concurrently with work-study to complete skill development. Occasionally, students will find their own workplace and will perhaps already be working and seek formal placement. Approval should not be given until the work-study coordinator has determined that the site is acceptable in the areas of assigned tasks, safety, supervision, working hours, etc.

Placement requires a standard written placement agreement signed by the student, parent, employer and work-study coordinator. Also, the work-study plan must contain all the information called for by **Rule 340.1733(m) of Revised Administrative Rules for Special Education (July 1, 1987)**. Copies of the completed agreement should be provided to all parties involved before the student reports for work.

G. Monitor employer compliance with the work-study plan and all labor laws associated with student employment.

Each work-study coordinator must visit each work-study site minimally every 20 school days. These visits should be made during the student's working hours. This has two advantages. First, observation gives the work-study coordinator firsthand knowledge that the student is discharging appropriate tasks in accordance with the work-study plan. Secondly, the coordinator is responsible for making sure no labor laws are broken during the length of the student's employment.

H. Evaluate work-study student performance.

The job performance of each work-study student must be evaluated at least once every 20 school days. The evaluation results should be documented by asking the employer/supervisor to complete a standard evaluation form designed to be filled out quickly and easily. [2] A checklist-type form is suggested to be prepared in triplicate. One copy can be given to the employer, one copy to the student worker, and the third copy can be kept in the student's file.

[2] See Appendix F-9, page 200.

I. Maintain employer-employee relationships.

Problems calling for attention may arise on the job. Sometimes the employer or work supervisor may wish to take some action before involving the coordinator. Giving him/her that opportunity is entirely appropriate. It is good policy to let the responsible people at the workplace determine when or if the work-study coordinator should intervene. Premature intervention by the work-study coordinator deprives the student of "real world" experience, and may tend to lessen the effectiveness of the supervisor at the workplace.

Most students, if placed at the appropriate time and place, will achieve success. Successes will be reflected in evaluation forms completed by the employer or supervisor. Both the employer and work-study coordinator should share the results of each evaluation with the student worker to provide constructive feedback about performance.

J. Award high school credit.

Work-study students should receive grades and academic credit. It is recommended the grade be the result of consultation between the employer and the work-study coordinator. This should be made clear to each student when beginning work at a community site. Earned credit should be given by the coordinator in the manner of classroom teachers.

K. Keep everyone informed.

Keeping school officials, teachers, parents and the general community informed about the nature and functions of the work-study program will help to attract and maintain support. such support will benefit the students. Occasional presentations to boards of education, local clubs and civic organizations are recommended. Newspaper and school newsletter articles should be used to disseminate information to the community. These can be a highly efficient and effective means of gaining support , and of finding future employers for the work-study population.

IV. Other Work-study Services

Other services which a work-study coordinator may provide include:

1. Helping to interest students in work through career education fairs and classes
2. Teaching universal work skills through work experience programs and summer job projects
3. Helping students choose appropriate vocational classes by participating in or conducting vocational evaluations
4. Providing supportive work-study, work adjustment and job coach programs to severely impaired students who need additional help to learn a job adequately
5. Supplying counseling, tutoring, and teacher consultation to help students succeed in vocational training programs
6. Helping students find jobs after they have finished training
7. Helping students apply to community colleges or vocational schools after graduation
8. Making available follow-up services to students who return after leaving school and who need help finding jobs
9. Providing vocational evaluations of handicapped students prior to placement in vocational education

V. Additional Related Activities

Additional assigned responsibilities may include the following:

A. Development and Supervision of Individualized Vocational Training Sites

The Individualized Vocational Training (IVT) program is a vocational education alternative specifically designed for handicapped students whose vocational education interests and needs cannot be met in regular, adapted or special education/vocational education programs.

B. Develop and Supervise Work Experience Programs.

Work experience programs are on-the-job experiences, either paid or unpaid, which provide a student with the concrete, hands-on experience of working. Work experiences are not intended to teach specific job entry skills, but should be designed to give students the "experience" of an actual work environment.

Sometimes work experience grants can be arranged through the federally funded Job Training Partnership Act (JTPA), or through state funding, such as the Michigan Job Corps or the Youth Conservation Corps.

Procedures similar to those used for work-study, i.e., work agreements, regular visits, site inspections, etc., should be followed when implementing work experience programs.

C. Refer Students to Michigan Rehabilitation Services and Community Agencies

Michigan Rehabilitation Services (MRS) is a division of the Michigan Department of Education. Its purpose is to help handicapped persons find employment.

Since special education students may be eligible for services from MRS while they are still in high school, work-study coordinators should establish ongoing relationships with local MRS counselors.

While the Revised Administrative Rules for Special Education do not require work-study coordinators to make referrals to MRS, interagency agreements at the state level prescribe a relationship between special education and rehabilitation services.

Work-study coordinators should also be aware of other community agencies which may help students prepare for work. For example, Michigan Employment Security Commission (MESC), Community Mental Health (CMH) and the Department of Social Services (DSS) may have programs or services which could benefit handicapped students.

D. Conduct Public Relations Efforts

For work-study programs to be effective, they must be showcased in both the school and community. Suggestions for achieving those goals include the following:

1. Contribute articles regarding your work-study program to local newspapers, radio stations, and television stations.
2. Award certificates of appreciation to cooperative employers and encourage them to post the certificates in prominent places at their places of business.
3. Sponsor an appreciation banquet or ceremony for employees, students and parents.
4. Presentation to to√ the school board describing work-study programs.
5. Invite business leaders to tour work-study programs.

E. Teach a Pre-employment or Prevocational Class

The class could focus on career exploration, identification of good universal work skills, and/or practice in job finding and keeping skills. Sources of job information, filling out an application, being interviewed for a job, simulations of job-related problems, career information, vocational training requirements, etc., may be covered in a class format.

F. Conduct One Year Follow-up of Students Who Have Left School

The work-study coordinator may be the proper person to conduct a follow-up to identify community work adjustment.

G. Consult on Vocational Issues

Work-study coordinators are often called on to act as consultants on issues related to the vocational training of handicapped students.

Work-study coordinators may also provide support for students enrolled in vocational training and coordinate the referral of students to vocational schools.

H. Develop New Programs and Write Proposals for Grants

Work-study coordinators are sometimes assigned responsibilities related to the development of new programs, e.g., work activity, vocational evaluation, transition from school to work, and summer job programs. Securing funding for the operation of such programs through grants may also be an appropriate activity for work-study coordinators.

I. Develop or Coordinate Work Activity or Work Adjustment Programs

Work activity and work adjustment programs may use actual contract work or simulated assembly work to teach universal work skills. School districts often operate such programs in conjunction with their TMI or SMI programs.

J. Committee Work

Work-study coordinators may wish to become involved in various general district committee work. Their knowledge in matters related to the vocational training of handicapped students and their expertise as advocates for handicapped students are valuable assets for many secondary committees.

VI. Legal Procedures and Liability Issues

A. Forms [3]

Before initiating work-study, the LEA should develop relevant policies and procedures for program implementation. Appropriate forms should be developed for each function to assure sufficient notice to students, parents and employers as to the nature of the services to be provided. These same forms should be used to collect signatures of all parties involved as proof of understanding and permission.

B. Documentation

No matter how much substantiating paper work is created, there is a liability risk in work-study programs, because many of the activities take place off the school premises. When policies and procedures are created

[3] For sample forms in use in LEAs and ISDs in Michigan, see Appendices F-1 - F-8, pages 192-199

and approved by a local district, the activity is defensible under governmental immunity rulings as an appropriate 'school activity'. Liability can be reduced through scrupulous compliance with established policies and procedures of the LEA and with the requirements of Michigan's special education rules and other laws.

Negligence and misconduct cannot be defended. Work-study coordinators should always maintain high professional standards and should conscientiously document their activities and their compliance with established rules, policies and procedures. It is also advisable to have all district policies, procedures, and forms reviewed by the school district's attorney and business manager to ascertain they are in compliance with current statutes and that they are covered by one of the district's insurance policies.

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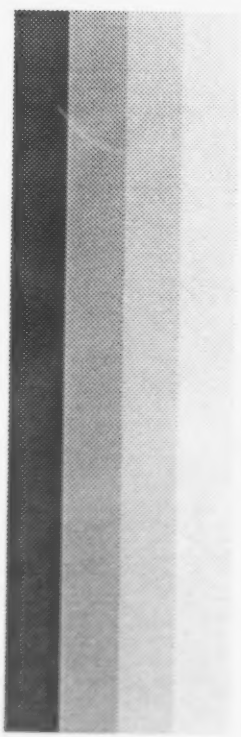
Chapter 8



Transition Services

I. Introduction [1]

In 1984, through its Office of Special Education and Rehabilitative Services (OSERS), the federal government began to promote the concept of "transition services" as a necessary component of secondary programming. [2] The Assistant Secretary responsible for OSERS defined school to community transition as: [3]

- A period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment.
- A process that requires sound preparation in the secondary school and adequate support at the point of school leaving.
- An effort which emphasizes shared responsibility of all involved parties for transition success, and extends beyond traditional notions of service coordination to address the quality and appropriateness of each service area.

The state of Michigan does not require provision of services to students after they either graduate or exit school at age 26. Neither is there a state mandate for the development of Individual Transition Plans (ITPs) to coordinate services and make placements of students who are graduating/exiting.

Follow-up has been a part of the Michigan Special Education Rules for years and is sometimes confused with transition services. However, follow-up and transition services are separate concepts. The rules require each Intermediate School District (ISD) to describe its method for collecting follow-up information for the purpose of improving special education programs. [4] A model for follow-up has been developed and received by the State Board of Education. [5] Lacking a clear mandate or articulated model, the job of transition is left to the student's teachers and parents. In districts where they are employed full time, work-study coordinators are often called on to help place students on jobs, in workshops or in further training.

Transitional services are a primary component in effective programming for handicapped students. Extensive project development and research have refined the concept into a practical service which can be tailored to meet the needs of different handicapped populations. Transition service models show:

a. Transition occurs during the final years of a special education student's career and continues as the student adjusts to community life.

b. Preparation for transition begins long before the student leaves school.

c. Transition services should include the active involvement and coordination of all agencies and services available to support handicapped persons in the community.

d. Parents and the student should assume an active role in transition planning.

Included next in this chapter is a conceptual model for transition services which may be implemented within the parameters of current special education rules. While it focuses on the role of special education, an effective transition services model for Michigan must also be one which has interagency endorsement and cooperation.

II. Transition Services Model

The four primary component functions of transition services are:

Transition Planning
Community Placement
Referral to Supportive Services
Exit IEPC

Generally, these components are addressed in the order in which they are listed above, although there is frequent overlap. As a rule, all four components should include all students regardless of handicapping condition. However, because the nature and extent of each component will vary with the type and severity of a student's handicap, each component must be individualized for each student.

[1] Excerpted from "Longitudinal Transition Plans in Programs for Severely Handicapped Students", Lou Brown, et al.

[2] For the wording of PL98-199 (Education of the Handicapped Act), see Appendix G-10, page 210.

[3] Will, M. (1984). OSERS PROGRAMMING FOR THE TRANSITION OF YOUTH WITH DISABILITIES; BRIDGES FROM SCHOOL TO WORKING LIFE. Office of Special Education and Rehabilitative Services, Washington, D.C.

[4] For applicable rule, see Appendix G-11, page 211.

[5] See Appendices G-3 - G-8, pages 203-208

A. Transition Planning

It is recommended that an Individual Transition Plan be developed for each handicapped student 3-to-5 years prior to the student's planned exit from school. The ITP should establish school exit goals in the four areas identified in the Michigan Career Education Model [6] as crucial life roles: worker, family member, citizen and leisure consumer. These goals should include levels of preparation the student will have reached by the time s/he leaves school in each of the four life roles. The ITP should also identify the objectives to be reached during the remainder of the student's school career. The purpose here is to prepare the student to successfully meet his/her exit goals. The ITP should be developed by the student and appropriate representatives from the home, school and community. Additionally, the plan should identify persons responsible for implementing each goal.

The Individual Transition Plan has many purposes. Initially, it can encourage parents and educators to discuss realistic goals for the student. Also:

- It may be used to introduce adult services.
- Early development of the ITP can give parents and students a clear understanding of secondary special education program goals.
- It should help teachers more effectively individualize their efforts for each student and to work toward goals more universal than graduation.

Ideally, a three year evaluation and vocational evaluation will serve as the basis for the initial Individual Transition Plan meeting. The ITP should then be reviewed annually and modified if necessary. Annual review of the ITP aids in progress evaluation of the student and in the development of realistic exit goals.

The required annual IEP is a one year plan; the ITP is a long range plan covering at least three years. This suggests the review meetings for both plans should be held together and that the two plans should be interactive.

B. Community Placement

The most important function of individual transition services is placement of the handicapped student. This is matching the student's needs with an appropriate full-time community activity, such as, competitive employment, supported employment, vocational training, community or four-year college, sheltered workshops and activity centers. Such placement should be appropriate to the student's abilities and needs and should include necessary support services.

As the student reaches the last one or two years in school, placement should begin. The goal is for each student to have an appropriate community role to fill when s/he leaves school. When exit goals include supervised or semi-independent living, these should also be addressed in the placement process.

Placement is a challenging process. which should be commenced early. A single successful job placement, for example, may require several attempts. Placements in workshops and activity centers may mean getting on a waiting list several years in advance. Entrance to vocational schools and colleges will include application procedures, securing funding for tuition and expenses, and finding the necessary special needs programs for support. Placement responsibilities need to be clearly assigned to a specific staff person.

C. Referral to Supportive Services

Requests for consideration of services and, on occasion, formal referrals should be made to community agencies on behalf of the student. A wide array of services in the community will help and support handicapped adults. These are, however, a loose network of related and unrelated programs. Specific programs and services needed by each student should be determined by the type and severity of her/his handicapping condition.

Using the Individual Transition Plan as a guide, referrals should be made to community resources which will support the student's community placement when s/he leaves school. This often means searching through various programs and agencies, filling out application forms and going to interviews. The student and parent should be active participants in this process, but the process should be directed by school personnel based on the ITP's exit goals.

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[6] **IDEAS FOR ACTIVITIES. Michigan Department of Education, Post Office Box 30008, Lansing, MI 48909. 1976.**

D. Exit IEPC

The exit IEPC, like graduation, should not mark the end of a school career, but the commencement of independent community life. By the time this meeting is held, firm plans for the student's future in work, home life, citizenship, and leisure activity should already be in place:

- A future placement should be secured for work, activity, or education.
- Referrals to specific community service(s) which will work with the student should have been completed.
- All participants who will be involved with the student after exit should be invited to the IEPC.

At the IEPC meeting, the Individual Transition Plan should be reviewed and revised one last time. The revised ITP should be developed, identifying for the student and parent all the new participants, what their responsibilities will be, and how to reach them. This revised ITP is not a contract for service, but a guide to help the parent and student get service. It can also be used to make clear coordinating agreements which will exist among the various programs. This meeting and revised ITP will be most useful if clear commitments are made for the coordination of services, and if each program which will be working with the student is represented at the exit meeting.

III. Follow-up Survey

One year following the student's exit IEPC, a follow-up survey should be conducted by the school. The follow-up survey should use the Individual Transition Plan as a format for collecting information about the student. Progress on the plans should be measured and shortcomings identified. Data about the success or failure of each plan should be collected by each LEA and ISD to be used to modify the transition services and special education program delivery system. Information on the effectiveness of community resources should be collected and used to improve those services or to limit referrals to those services whichever is appropriate.

IV. Coordination of Services

The single most significant aspect of individual transition planning is the coordination of school and community services. Exit from special education often means the end of up to 26 years of comprehensive service from the school. As the student leaves school, the services s/he still needs will have to come from a variety of community resources. It is essential that information be mutually shared by both the school and community resources.

The school should find ways to report to community resources what they have learned about the special education student. Vocational evaluations, transcripts, work evaluations, behavior plans and the like should be shared with the various agencies and schools that may receive the student. On the other end, receiving agencies should communicate to the school their requirements and expectations of students entering their services. Formal and informal means of sharing information about each student should be developed between the school and community resources.

As post school placements are considered and referrals made for each student, the involvement of community personnel in individual transition planning should be promoted. Whenever possible, personnel from community resources should be involved in ITP meetings. Often, regular planning meetings can be established with such agencies as Michigan Rehabilitation Services, Department of Social Services, and Community Mental Health. In other situations, representatives from individual providers will need to be involved in specific planning for students.

Formal Transition Planning agreements may soon be established between state agencies. Special education leaders should forge agreements among agencies within their local communities. Whenever possible, ISDs, LEAs, and SES (Special Education Services, Michigan Department of Education) should promote cooperative interaction and communication between the school and community resources on behalf of comprehensive individual transition planning.

Individual transition planning is a new concept to many parents and teachers. Information should be conveyed early to potential participants in individual transition planning. Inservice training should be developed to make all secondary special education teachers aware of the concept, to familiarize them with the transition service model in their school, and to understand the roles they themselves must assume in individual transition planning. Parents should be provided with information from a variety of sources. Written information should be created by each LEA

describing the process and should be shared with parents as their children enter the secondary years. A transition orientation seminar could be scheduled for all parents prior to the beginning of individual transition planning. Parents should be regularly encouraged to become actively involved in individual transition planning; their roles as key ITP team members should be periodically reinforced.

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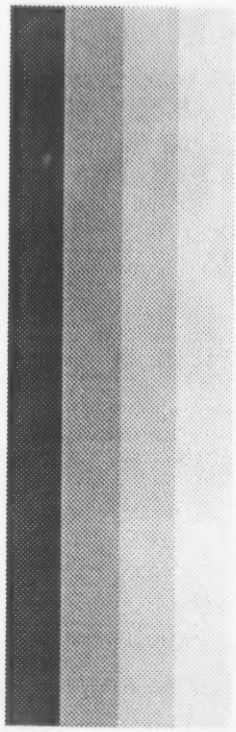
Chapter 9



TMI/SMI Programming

I. Introduction

The focus of this chapter is on educational programming for students with moderate, severe and profound disabilities, that is the TMI and SMI population. The mission of the educational philosophies and programming suggestions made here is to prepare these students for practical, least restrictive, post school life roles. Topical discussions include program goals, curricular domains, service delivery options, and parental involvement. The appendices address the concept of partial participation and service delivery models.

II. Revised Administrative Rules for Special Education

Rule 340.1703 Determination of Severely Mentally Impaired

(1) *The severely mentally impaired shall be determined through manifestation of all the following behavioral characteristics:*

(a) Development at a rate approximately 4 1/2 or more standard deviations below the mean as determined through intellectual assessment.

(b) Lack of development primarily in the cognitive domain.

(c) Impairment of adaptive behavior.

(2) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team which shall include a psychologist.

(3) A determination of impairment shall not be based solely on behaviors relating to environmental, cultural, or economic differences.

Rule 340.1704 Determination of Trainable Mentally Impaired

(1) The trainable mentally impaired shall be determined through the manifestation of all of the following behavioral characteristics:

(a) Development at a rate approximately 3 to 4 1/2 standard deviations below the mean as determined through intellectual assessment.

(b) Lack of development primarily in the cognitive domain.

(c) Impairment of adaptive behavior.

(2) A determination of impairment shall be based upon a comprehensive evaluation by a multidisciplinary evaluation team which shall include a psychologist.

(3) A determination of impairment shall not be based solely on behaviors relating to environmental,cultural, or economic differences.

Rule 340.1733 Program and Service Requirements; Effective Dates.

An intermediate school district, local district, and any other agency shall adhere to the following general requirements for all programs and services for handicapped persons:

(a) Special education classrooms shall have at least the same average number of square feet per student, light, ventilation, and heat conditions as regular classrooms in the school district.

(b) Special education classrooms shall be located in schools housing regular education pupils of comparable age and grade level. Each handicapped person shall be assigned to educational programs and services housed in buildings that allow handicapped persons to participate fully in regular and special education programs, services, or extracurricular activities. Nothing in these rules shall prohibit special education programs, such as specialized vocational training or programs for more severely involved impairment areas, to be housed in places other than the schools with regular education programs, if such programs are set forth in the intermediate school district plan and are approved by the state board of education.

(c) Instructional and related service personnel shall have space which is appropirate for the kind of service being delivered and shall be designated on a scheduled basis in each building to afford individual and small group work. Light, ventilation, and heat conditions shall be the same as in classrooms within the building.

(d) Severely mentally impaired and severely multiply impaired special education

classrooms with students under 16 years of age shall not exceed a 6-year age span at any one time. All other special education classrooms which have students under 16 years of age and which are operated in separate facilities shall not exceed a 4-year age span at any one time. The age span for students who are assigned to special education classrooms, except severely mentally impaired and severely multiply impaired, operated in elementary buildings attended by nonhandicapped children shall not exceed at any one time, a 6 -year age span or the age span of the nonhandicapped students in the building, whichever is less. The age span for students who are assigned to special education classrooms, except severely mentally impaired and severely multiply impaired, operated in secondary buildings attended by nonhandicapped students shall not exceed, at any one time, the age span of the nonhandicapped students in the building, except in high school buildings where students up to 26 years of age may be served. The term "nonhandicapped" shall not include persons participating in adult education programs. All severely mentally impaired, severely multiply impaired, and trainable mentally impaired programs shall comply with this subdivision unless a program is operated in accordance with an approved intermediate school district plan where, due to the low incidence of eligible students, expanded age ranges may be necessary for programmatic feasibility and meeting the needs of students.

Rule 340.1738 Severely Mentally Impaired Programs

Specific requirements for programs and services for the severely mentally impaired shall be as follows:

(a) An instructional unit for the severely mentally impaired shall consist of at least 1 teacher and 2 instructional aides for a maximum of 12 students. The maximum number of students may be extended to 15 if an additional instructional aide is assigned with the placement of the thirteenth student. At least 1 full-time teacher and 1 full-time aide shall be employed in every program for the severely mentally impaired.

(b) Severely mentally impaired programs shall consist of a minimum of 230 days and 1,150 clock hours of instruction.

(c) Persons employed in a severely mentally impaired program shall have the following responsibilities:

(i) Teachers shall be responsible for the instructional program and shall coordinate the activities of aides and supportive professional personnel.

(ii) Instructional aides shall work under the supervision of the teacher and assist in the student's daily training program.

(iii) Program assistants may assist the teacher and the instructional aides in the feeding, lifting, and individualized care of severely mentally impaired students.

(d) Curriculum for severely mentally impaired programs shall include all of the following:

(i) Cognitive skills.
(ii) Social skills.
(iii) Activities of daily living
(iv) Leisure education.
(v) Language and communication skills.
(vi) Prevocational and vocational activities.

(e) Instructional and ancillary and other related services performed by the following persons shall be available as determined appropriate for the student's needs:

(i) A physical therapist.
(ii) An occupational therapist.
(iii) A teacher of the speech and language impaired.
(iv) A teacher consultant.
(v) A psychologist.
(vi) A school social worker.

(f) A registered nurse shall be reasonably available.

Rule 340.1739 Trainable Mentally Impaired Programs

Specific requirements for programs and services for the trainable mentally impaired are as follows:

(a) After August 31, 1975, all classroom programs for the trainable mentally impaired shall be provided in buildings constructed or renovated for use as school facilities.

(b) A classroom unit for the trainable mentally impaired shall consist of either of the following:

(i) One teacher and 1 teacher aide for a maximum of 15 students.

(ii) One lead teacher with a maximum of 3 instructional aides for a maximum of 30 students, with not more than 10 students for each aide.

III. Goals for TMI/SMI Secondary Education Programming

The general goal of programming for TMI/SMI students is development of skills necessary for them to participate in the mainstream of adult life. The focus must be on skills which prepare students for traditional adult roles in our society:

- citizen
- family member
- worker
- leisure-time consumer

Instruction, then, must be derived from life proficiencies requisite for adult functioning. Schooled skills should be designed to meet the needs most critical to each student's ability to function as independently and productively as possible. They should reflect the practical abilities frequently demanded in domestic, vocational, and community settings.

While traditional curricular domains - language, motor, self-help, reading, math and play - are important, in secondary education programs, they should be integrated into the more basic and functional educational mission of preparing students to participate in the widest possible variety of vocational, recreation/leisure, domestic living and general community environments and activities in post-school years.

The expectation is that no student with severe impairments will be excluded from educational opportunities, even if s/he is unable to adequately demonstrate all the skills independently. Adaptations should be developed to assist the student in executing skills at the highest possible level of independence. [1]

Wherever possible, instruction should take place in natural settings duplicating life environments in which the skills will be used. Programming should include exposure to work through participation in a variety of hands-on vocational experiences, preferably in natural work settings. Instruction should include interactions and relationships with nonhandicapped, nonschool persons. Skills should be integrated into the student's daily life pattern as they're being learned.

At least five years before the student exits school, the instructional focus must be redirected toward helping the student make a smooth transition from school to post-school life environments. A work setting is key here, as are the residential, leisure and social dimensions of each student's life.

Because the final outcome for some students will be employment, work placement and appropriate follow-up services must be considered.

In summary, the student's role as worker should be increasingly emphasized during the secondary education school years. However, a comprehensive educational program should continue to address all life role needs of the student. The Michigan Career Education Model [2] provides a basic structure upon which such a program can be built.

IV. Michigan Career Education Curricular Domains

The curricular content for TMI/SMI students should address the habits, attitudes and skills needed to assume adult life roles. Those life roles as outlined in the Michigan Career Education Model [3] are worker, citizen, family member, leisure/consumer. Curricular domains should be designed around these life roles. The following is a suggested outline for curricular content:

Worker
Work Habits and Behaviors
Career Exploration
Occupational Skills
Work-related Social Skills

Leisure
Exploration of Leisure Options
Leisure Habits and Behavior
Hobbies
Physical Fitness Skills

[1] **See Appendix H-3, page 221.**

[2] **MICHIGAN CAREER EDUCATION. Michigan Department of Education, P. O. Box 30008, Lansing, MI 48909. 1976.**

[3] **Ibid.**

Citizen
Awareness and Utilization of Community Resources
Knowledge of Public Laws
Citizen Rights and Responsibilities
Self-Advocacy

Family Member
Self Care
Human Sexuality
Health and First Aid
Home Care
Family Responsibilities

****

V. SERVICE DELIVERY OPTIONS

All educational programs for trainable and severely mentally impaired students have the same overall major goals regardless of the chosen educational delivery model.

Excellent, modern, but segregated, facilities house TMI/SMI programs in many areas of the state. In other places, the programs are fully integrated into regular school buildings. There are also combinations of both integrated and segregated models.

Goals can be attained in several different settings. Regardless of the service delivery model used, three key elements must be given consideration. They are:

1. Concrete, hands-on, learning experiences in normalized settings
2. Opportunities to interact with age appropriate nonhandicapped persons
3. Experiences in community sites

Some secondary education TMI/SMI programs utilize departmentalization [4], where students change classes for different subjects in a fashion similar to a regular high school program.

In programs where a vocational school model has been adopted, the preparation for work roles is a primary focus.

A trend toward community based instruction is increasingly taking instruction outside the school onto community sites. [5]

Each educational model may be viewed as an instructional focus on competencies in four major categories of goals associated with essential life roles:

- becoming a productive worker
- participating in leisure pursuits
- being a responsible citizen
- functioning as a viable family member.

Each of the major goals emphasizes development of attitudes, habits, skills, and knowledge necessary to function successfully in each of these life roles. Curriculum guides traditionally develop specific performance goals for each broad category.

VI. Parent Involvement

It is recommended that all program delivery models encourage parental participation through a variety of activities.

A. Parent Advisory

Parents should be given opportunities to provide input on issues related to program design, procedures, and curriculum. Among the methodologies for developing this communication's structure are:

- Encourage parents to be involved in ISD or LEA parent advisory committees where they exist
- Form a standing committee of parents to advise program administrators
- Involve parents in ad hoc groups to review and advise on specific changes such as LRE policy, discipline policy, new curriculum, changing program location, etc.

B. Parent Support Groups

Another recommendation is formation of ongoing parental support and information groups. These are open to all parents with children who are students in TMI or SMI programs. Meetings should be scheduled at regular intervals throughout the school year and parents should be continually encouraged to become active participants.

These groups provide information and support to parents, helping them to confront and resolve problems they encounter with their children.

[4] See Appendices H-1 & H-2, pages 219 & 220
[5] See Appendices H-4 - H-6, pages 222-224.

Topics which should be addressed by programs include:

- Behavior management, change and appropriate discipline
- Community opportunities for group home and supported independent living
- Community opportunities for day/work activity after students exit school
- Community opportunities for supported employment
- Appropriate performance, cognitive, and adjustment expectations for mentally impaired individuals at different ages and impairment levels.
- Sexuality, birth control, and marriage for mentally impaired individuals

The groups should be structured to insure that parents are given an opportunity to discuss with each other ways to help their impaired children.

C. Parent/Teacher Collaboration

The parent plays a key role in the transition from school to adult life.

In addition to the groups suggested here, all programs should stress the need for a good parent/teacher relationship. Parents should be encouraged to participate in the IEP development process; teachers should maintain regular communication with parents about student progress.

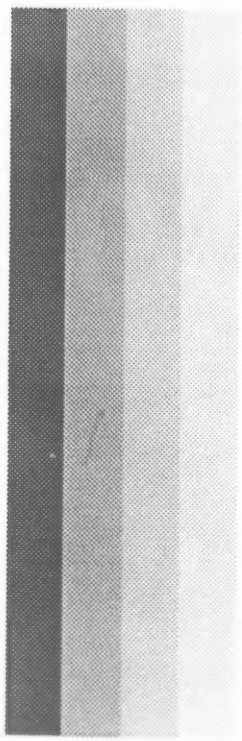
The teacher should be considered by the parent as the first line of communication and assistance.

The parent should be considered by the teacher as an essential partner in identifying the student's critical skill needs, in determining the student's strengths and weaknesses, and in offering opportunities for integrating skills into the student's daily living.

Teachers should be trained to work effectively with parents and to appropriately refer problems to district and community resources.

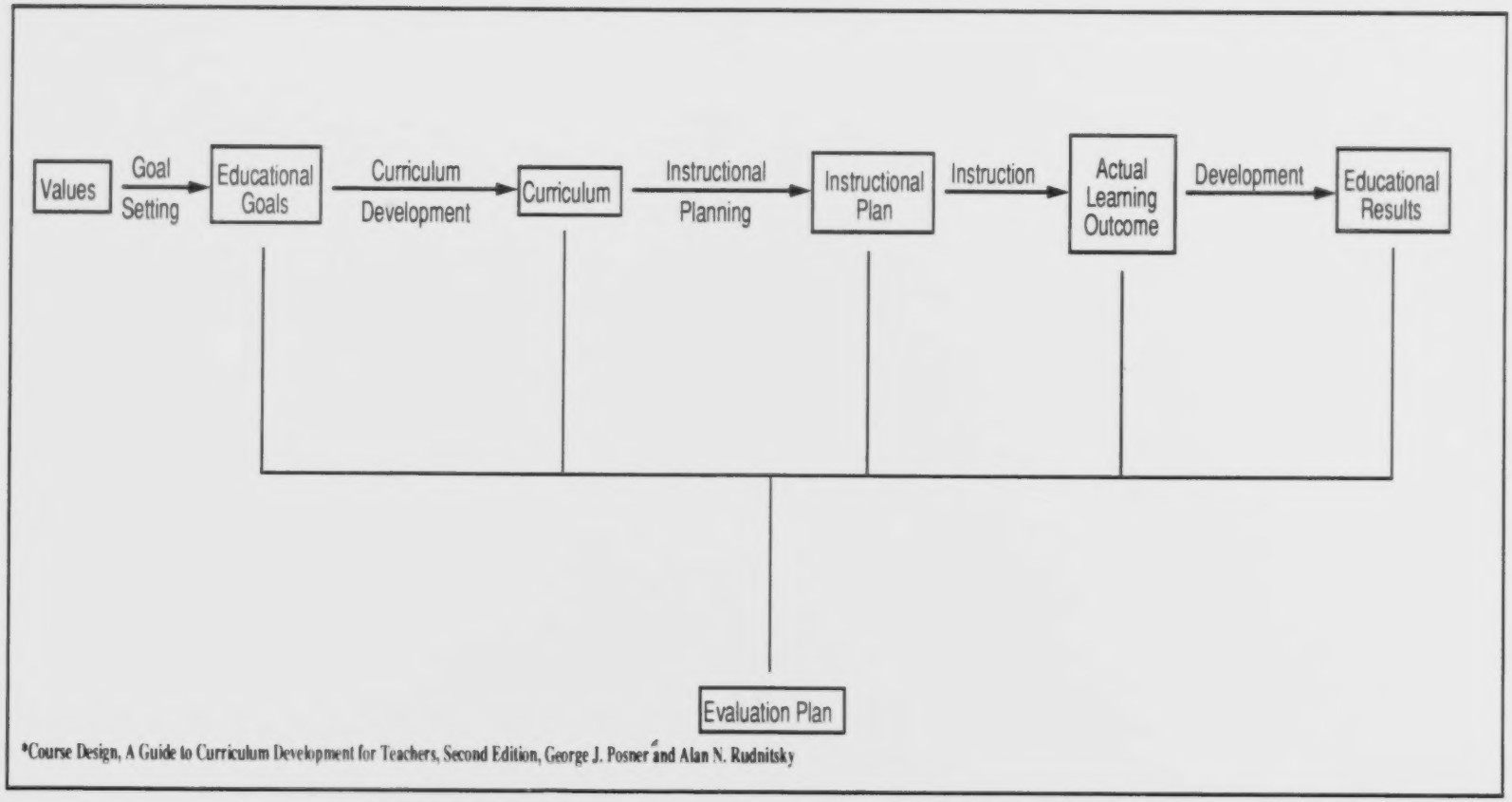
***

Appendices



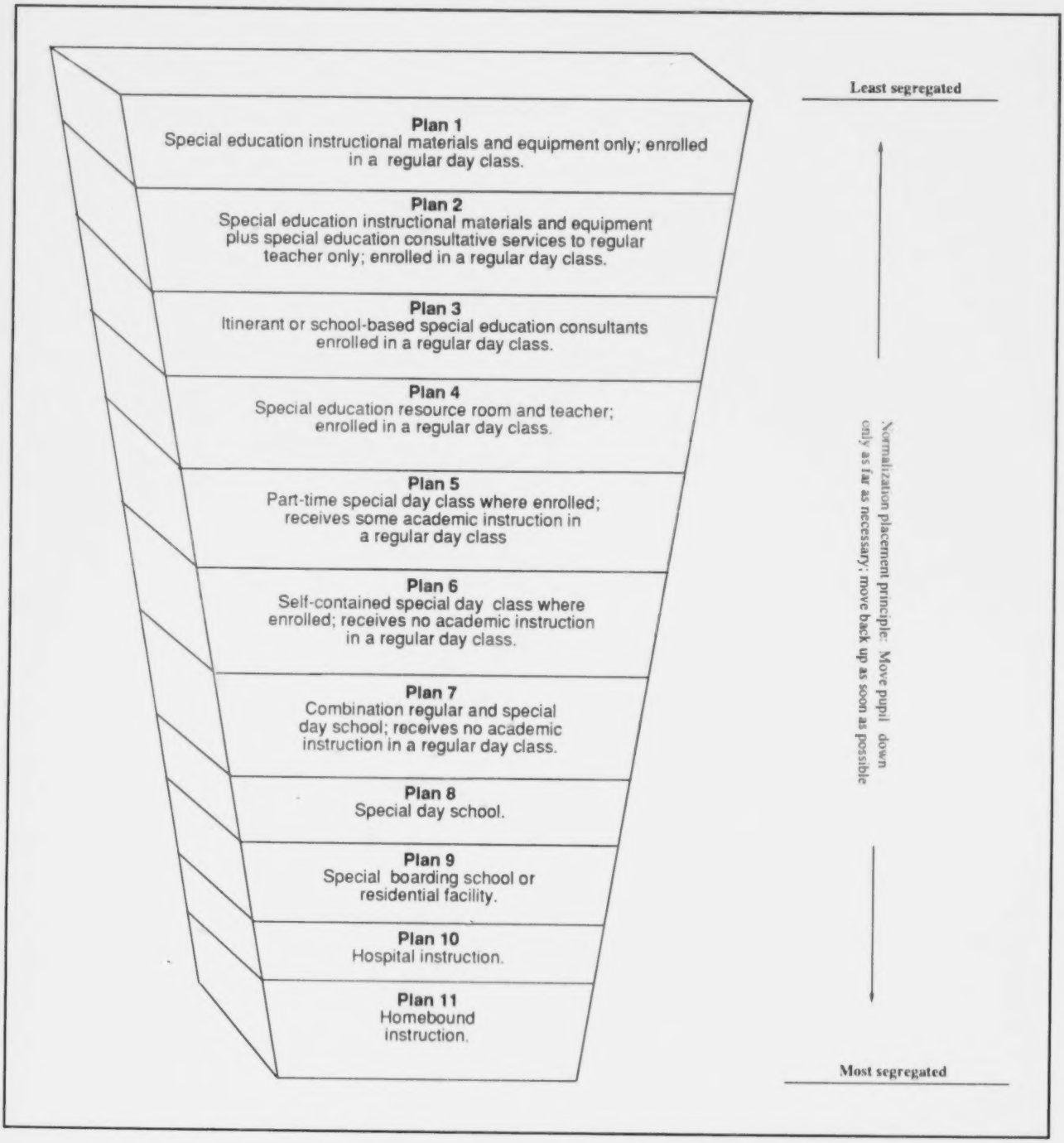
Delivery of Programs and Services

Curriculum Instruction Model*



*Course Design, A Guide to Curriculum Development for Teachers, Second Edition, George J. Posner and Alan N. Rudnitsky

Hierarchy of Services for Special Education Programs *


Plan 1
Special education instructional materials and equipment only; enrolled in a regular day class.
Plan 2
Special education instructional materials and equipment plus special education consultative services to regular teacher only; enrolled in a regular day class.
Plan 3
Itinerant or school-based special education consultants enrolled in a regular day class.
Plan 4
Special education resource room and teacher; enrolled in a regular day class.
Plan 5
Part-time special day class where enrolled; receives some academic instruction in a regular day class
Plan 6
Self-contained special day class where enrolled; receives no academic instruction in a regular day class.
Plan 7
Combination regular and special day school; receives no academic instruction in a regular day class.
Plan 8
Special day school.
Plan 9
Special boarding school or residential facility.
Plan 10
Hospital instruction.
Plan 11
Homebound instruction.
Least segregated
Normalization placement principle: Move pupil down only as far as necessary; move back up as soon as possible
Most segregated

*Adapted from: M. C. Reynolds, 1972, "Educating Exceptional Children", 2nd edition. Houghton Mifflin Publishers. Used with permission.

Appendix A-3
Departmentalization of a Class "A" High School

	First Hour	Second Hour	Third Hour	Fourth Hour	Fifth Hour	Sixth Hour
STUDY SKILLS TEACHER	Study Skills [1]	Study Skills [1]	Study Skills [1]	Study Skills [1]	Conference *	Study Skills [1]
RESOURCE ROOM TEACHER	English 9	Math	Conference *	Civics	Science	Personal Adjustment I
RESOURCE ROOM TEACHER	History	Conference *	Government	English 11	English 10	Personal Adjustment II
SELF CONTAIN TEACHER	English	Math	Social Studies	Conference *	Science	Personal Adjustment

[1] Credit is gained by and a grade is given to the student for study skills to a maximum of five points per day for (1) initiative, (2) work preparation, (3) receptivity to help, (4) productivity during the hour devoted to study skills, and (5) punctuality.
* This is a planning period.

Appendix A-4
Secondary Categorical and Resource Room Programs

	Program		NON-DEPARTMENTALIZED Caseload	NON-DEPARTMENTALIZED Class size	DEPARTMENTALIZED Caseload
Categorical	EMI	Rule 40	15	15	Average: 10
	EI	41	15	10	Average: 10
	HI	42	7	7	Average: 10
	VI	43	10	8 FTE	Average: 10
	POHI	44	15	10	Average: 10
	LD	47		10	Average: 10
Resource Room	RR	49b	20	10	20

Example 1: Departmentalization (High School)

IV. Delivery of Programs and Services. C. Departmentalization

Program SLD Category	SLD	SLD	EI	EI	EMI
1 Prevocational Education SE	1 English III SE	1	1 Science SE	1 Prevocational Education SE	1 1st semester Prep / 2nd semester American Government SE
2 Mathematics II SE	2 English II SE	2	2 Science SE	2 English I SE	2 Science SE
3 Mathematics II SE	3 English III SE	3	3 Science SE	3 English I SE	3 American History SE
4 World History SE	4 English II SE	4 World History SE	4 1st semester Typing SE / 2nd semester General Health SE	4	4 1st semester American Government SE / 2nd semester Prep
5 Prevocational Education SE	5 Mathematics II SE	5 Prevocational Education SE	5 Prep	5	5 Mathematics I SE
6 Prep	6 Prep	6 English I SE	6 1st semester Typing SE / 2nd semester General Health SE	6	6 Mathematics I SE

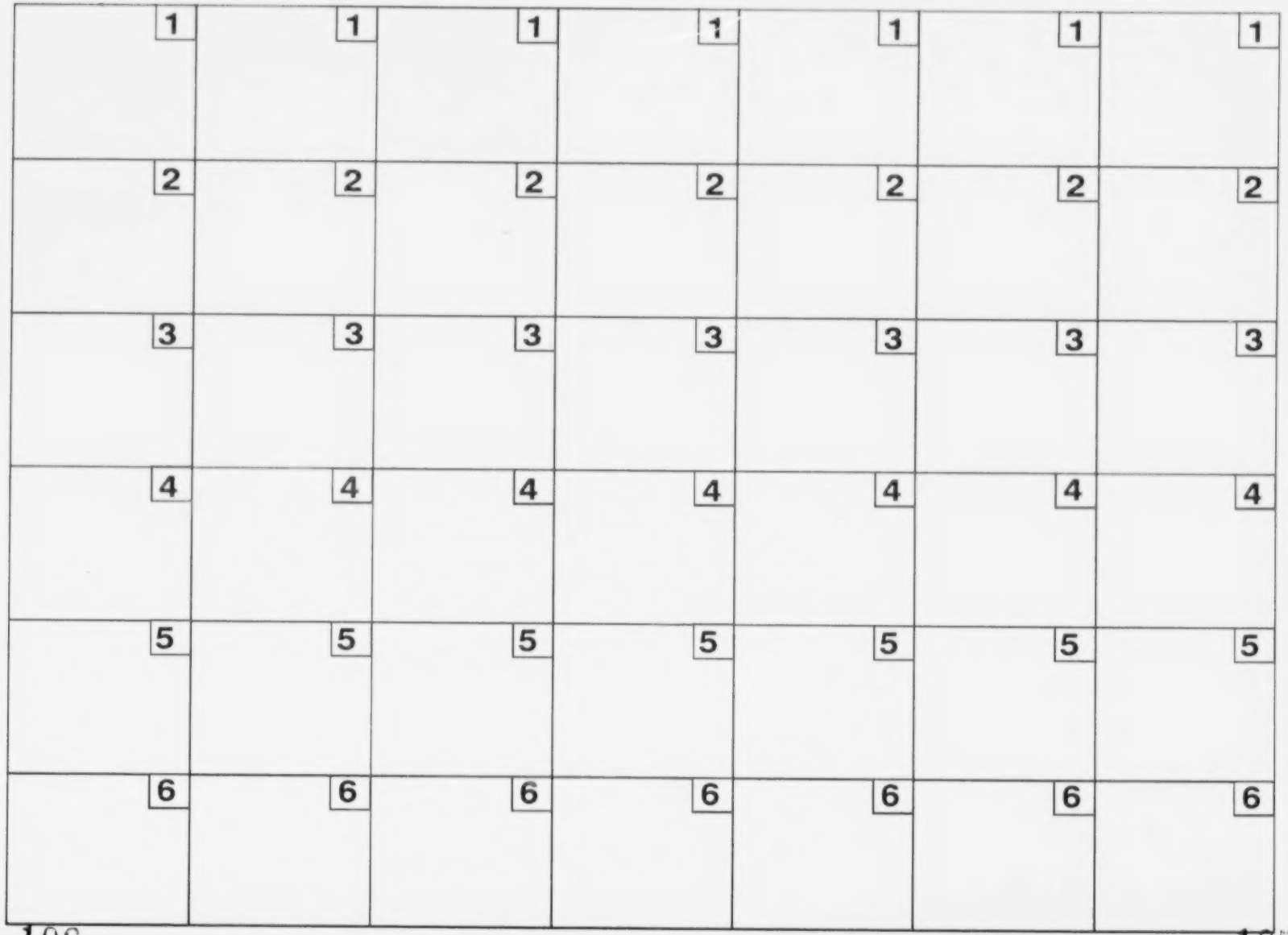
Departmentalization: Generic Form

1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6

Example 2: Departmentalization (Junior High)

Program Categories	SLD	SLD	SLD	EI
1	Basic Language SE	Basic Mathematics SE	Prep	Basic Science SE
2	Basic Language SE	Basic Mathematics SE	Basic Social Studies SE	Basic Science SE
3	Prep	Basic Mathematics SE	Basic Social Studies SE	Basic Science SE
4	Basic Language SE	Basic Language SE	Basic Social Studies SE	Basic Science SE
5	Basic Language SE	Basic Mathematics SE	Basic Social Studies SE	Basic Science SE
6	Basic Language SE	Prep	Basic Social Studies SE	Prep

Departmentalization - Generic Form



Caseload Monitoring Systems

Appendix A-9

Special Education Progress Report

School	Student	Date

Hour	Class	Teacher's Signature	Academic	Effort	Behavior
			A B C D E	A B C D E	A B C D E
			A B C D E	A B C D E	A B C D E
			A B C D E	A B C D E	A B C D E
			A B C D E	A B C D E	A B C D E
			A B C D E	A B C D E	A B C D E
			A B C D E	A B C D E	A B C D E

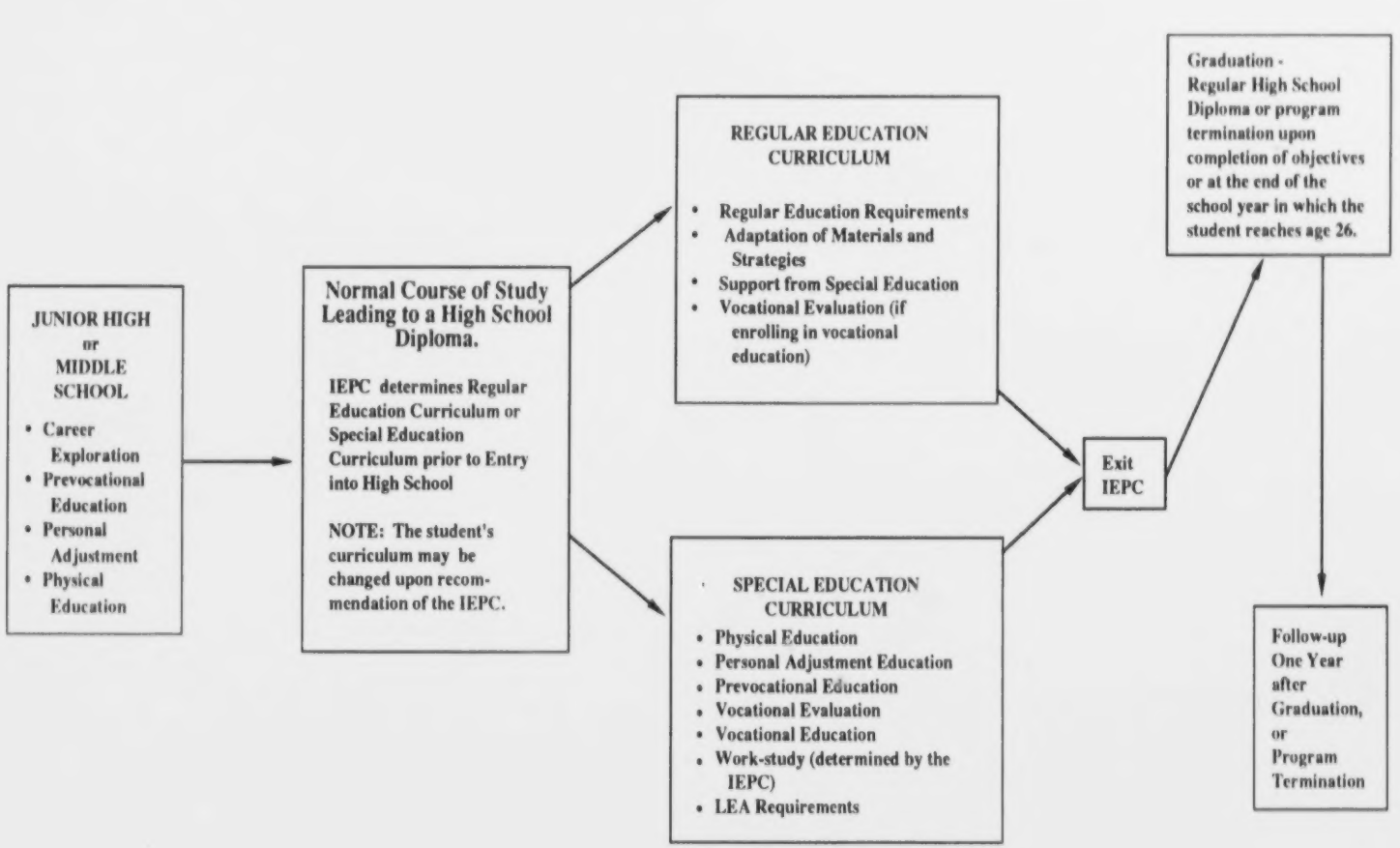
Appendix A-10

STUDENT PROGRESS REPORT

Name	Date

Class	Hour	Assignments				Appropriate Behavior?		Comments
		Complete? yes	Complete? no	Number Missing	Grade to date	yes	no	
Mathematics								
Science								
Social Studies								
English								
Elective								
Elective								

Sequence of Secondary Program Options for Special Education Students *


JUNIOR HIGH
or
MIDDLE
SCHOOL
• Career Exploration
• Prevocational Education
• Personal Adjustment
• Physical Education
Normal Course of Study Leading to a High School Diploma.
IEPC determines Regular Education Curriculum or Special Education Curriculum prior to Entry into High School
NOTE: The student's curriculum may be changed upon recommendation of the IEPC.
REGULAR EDUCATION CURRICULUM
• Regular Education Requirements
• Adaptation of Materials and Strategies
• Support from Special Education
• Vocational Evaluation (if enrolling in vocational education)
SPECIAL EDUCATION CURRICULUM
• Physical Education
• Personal Adjustment Education
• Prevocational Education
• Vocational Evaluation
• Vocational Education
• Work-study (determined by the IEPC)
• LEA Requirements
Exit IEPC
Graduation - Regular High School Diploma or program termination upon completion of objectives or at the end of the school year in which the student reaches age 26.
Follow-up One Year after Graduation, or Program Termination

* Source: Oakland Intermediate School District

Special Education High School Course Credit Transfer Authorization*

School District _____

Student Name _____ School _____

Student Number _____ Date _____

S.E. staff responsible for completion of this authorization _____

The Individualized Educational Planning Committee has made a recommendation regarding this student's program which affects her/his graduation requirements.

In order to document the approval for this student's coursework toward high school completion in a diploma program, please complete the following steps:

1. Identify the condition.**
2. Record date of the meeting with the parent/student/administrator prior to the IEPC.
3. Record date of IEPC which makes recommendation.
4. List the courses which are recommended for application toward General Education Credits (see reverse side).
5. Obtain signatures of General Education Administrator and Special Education Administrator or designee(s).
6. Disseminate copies:

   Attach original to H.S. Transcipt in Ca-60.
   Send one (1) copy of reverse side (page 78) only, to Secondary Special Education Administrator.

Condition
(Indicate the condition which applies)

Parent Meeting Date	IEPC Date	(X)		
_____	____	___	1.	Change in educational status resulting in a change in curriculum, from Special Education Curriculum to General Education Curriculum, due to IEPC termination of services (ex. ineligible).
_____	____	___	2.	Change in educational status resulting in a change in Curriculum, from Special Education Curriculum in a Basic Classroom Program to General Education Curriculum with Teacher Consultant Services.
_____	____	___	3.	Use of Special Education Course to meet credit requirements for General Education ELECTIVE CREDIT (Maximum - 1 credit per semester).
_____	____	___	4.	(H. I. STUDENT ONLY) Use of Special Education English Course, taught by HI certified teacher, to meet requirement of General Education English. (Documentation of options which have been considered and/or tried is attached.)
_____	____	___	5.	OTHER.

* **Source: Lansing Public Schools**

** **Descriptions of various conditions which may result in a need for credit transfer are on file in the special education requirements**

These Special Education Courses are Recommended for Approved Application toward the General Education Requirement Indicated Below. *								
School Year	IEPC Date	Condi-tion #	Special Education Course	Credits #	General Education Credit Requirements	Credits #	S.E. Administrator or Designee Approval (Signature/Date)	General Educator Approval (Signature/Date)

* Source: Lansing Public Schools used with permission

This is not a state-mandated form; it is only an example.

EXAMPLE: Special Education Curriculum Leading to a High School Diploma

SPECIAL EDUCATION GRADUATION REQUIREMENTS

	IU *	CREDITS
Prevocational		
ENGLISH (Reading, Writing, Communication, Problem Solving)	6	3
MATH (Money Management, Personal Finance, Consumer Math, Basic Math)	2	3
SCIENCE (Physiology/Hygiene, Biology, Animals and Birds, Practical Science)	2	1
SOCIAL STUDIES (Government, U.S. History, Citizenship, Career Awareness)	4	2
PRACTICAL ARTS (Industrial Arts, Business, Employability Skills)	2	1
Physical Education		
Basic Health/PE, Personal Recreation, Lifetime Sports, Adaptive Physical Education	4	2
Personal Adjustment		
PERFORMING ARTS (Art, Music, Drama)	2	1
DAILY LIVING SKILLS (Home Economics, Family Life, Contemporary Living, Personal Development, Interpersonal Relationships)	4	2
HEALTH (Nutrition, Communicable Diseases, Sex Education)	2	1
Vocational Education		
Regular Vocational Education, Adapted Vocational Education, Special Education Vocational Education, Individualized Vocational Training, Contracted Services Less Than Class Size	8	4
Electives **		
Work-study/Work Activity/Work Experience/Other	4	2
TOTAL CREDITS		22

All students must comply with the district's attendance policy to satisfy the requirements for course credit.

*** Instructional Unit (IU) is one period of instruction per semester and has the value of one-half credit.**

**** Credits for electives will be given at the discretion of the IEPC for: 1) Continued study in a required area listed above, and/ or 2) any general education courses offered by the local school district.**

Sample: Secondary Special Education Curriculum

Introduction

Many handicapped students are capable of completing training in (1) personal adjustment, (2) prevocational education, (3) vocational education, and (4) physical education. Michigan's special education rules judge these capabilities as significant accomplishments and worthy of receipt of a high school diploma in their own right.

The purpose of this document is twofold: (1) to identify special education courses offered by a local education agency in an effort to help handicapped students take full advantage of their capabilities, and (2) to specify requirements for eventual graduation. These courses and graduation requirements will be collectively referred to as the secondary special education curriculum.

I. Personal Adjustment: Developing Personal and Social Skills Necessary for Independent Adult Living

A. The following examples are representative of goals essential to independent adult living:

1. To develop the basic skills for home and family living.
2. To develop recognition of community resources and services, and the communication and mobility skills for accessing those resources and services.
3. To develop an understanding of rights and responsibilities as a citizen of the community.
4. To develop an understanding of the governmental process at the national, state, and local levels.
5. To develop an understanding of personal health, safety, hygiene, and appearance.
6. To become familiar with the cause and effect of his/her actions upon the natural environment.
7. To develop skills for managing personal, business, and consumer affairs.
8. To be knowledgeable of the use of prosthetic devices and sensory aides where applicable.
9. To develop an understanding of personal strengths and weaknesses and the impact of one's handicapping condition in terms of life roles and daily living.

B. The following are examples of special education courses designed to provide instruction relating to the obtainment of the above goals:

1. Consumer Business (2 semesters/1 credit)
   This course concentrates on the skills and knowledge necessary for the independent management of personal finances and consumer affairs. Instruction will focus upon banking skills, budgeting, using credit cards, finding and financing a home or apartment, selecting various insurance policies, completing tax return forms, understanding paycheck deductions, paying monthly bills, understanding simple contracts, leases and warranties, and developing shopping skills, including the use of the yellow pages.
2. Home Management (1 semester/one-half credit)
   This course concentrates on the skills and knowledge necessary to independently operate and maintain a home. Instruction will focus upon simple home repairs, household cleaning, clothing care, operation of appliances, sources of aid for major repairs and household problems (fire, police, heat, electric, plumbing, telephone, etc.), food storage, planning and cooking meals, and home safety, including the recognition and safe storage of poisonous and flammable substances.
3. Family Living (1 semester/one-half credit)
   This course concentrates on the responsibilities involved in family relationships, particularly marriage and parenting. Instruction will focus upon the emotional and physical needs of family members, the importance of prenatal and postnatal care, and the community resources available for aid and instruction in child rearing.
4. Health Care (1 semester/one-half credit)
   This course concentrates on the responsibilities involved in personal care. Instruction will focus upon personal cleanliness and grooming, the importance of frequent medical and dental examinations, recognition and treatment of common illnesses, the damaging effects of substance abuse, communicable

diseases, first aid, procedures for handling medical emergencies, community health services, the proper use and dangers of medicines, and, if applicable, the use of prosthetic devices and sensory aids.

5. Government (2 semesters/1 credit)
This course concentrates on our system of government and the rights and responsibilities of its citizens. Instruction will focus upon the history of government of the United States and Michigan, federal and state constitution; and the present structures and functions of national, state, county and city governments, including voting systems, the criminal justice system, small claims court, taxation, and the social security system.

6. Community Living (1 semster/one-half credit)
This course concentrates on the social, communication, mobility, and process skills necessary for interacting in the local community, and accessing the resources and services of the community. Instruction will focus upon similarities/differences between one's own interests, values and physical, intellectual and emotional characteristics, and those of others; socially appropriate behaviors directed toward others in his/her environment; various public and private agencies providing health care, financial assistance, family services, employment services, recreation, etc.; common application and interview procedures utilized by those agencies; public transportation and the utilization of maps and directions to aid in travel; methods for obtaining information; and the cause and effect of one's actions upon the natural environment of the community.

II. Prevocational Education: Prerequisites for Vocational Education

Successful completion of a vocational education program is predicated upon the student's prior development of enabling skills/prerequisite skills. While the necessary enabling skills/prerequisite skills will vary, depending on the vocaitonal education program the student enters, there are certain "core" skills essential for entry into all programs.

A. The following examples are representatives of goals essential to preparation for vocational education:

1. To develop reading and oral and written communication skills necessary for entry into, and completion of, a vocational program.
2. To develop math skills necessary for entry into, and completion of, a vocational program.
3. To explore and become familiar with a broad range of occupations.
4. To recognize personal skills necessary for a successful career choice, including the impact of one's handicapping condition, and where applicable, the use of prosthetic devices.
5. To become knowledgeable of common sequenced work processes, including the names and uses of tools, utensils, appliances, and other equipment involved in those processes.
6. To become knowledgeable of common employment procedures and requirements.
7. To develop an understanding and knowledge of universal work skills.
8. To develop recognition of assistive social agencies and appropriate procedures for receiving services relative to employment/unemployment.

B The following are examples of special education courses designed to provide instruction relating to the attainment of the above goals:

1. Fundamental English (4 semesters/2 credits)
This course concentrates on developing basic reading, written and oral communication skills, with particular emphasis on work related tasks. Instruction will focus upon following and giving directions; using the telephone; completing application forms; recognition and understanding of labels, advertisements, posted notices, traffic signs, route markers, addresses, identification cards, common abbreviations, and the yellow pages; listening for information from news and weather reports; interpreting newspapers; requesting information; answering questions in complete sentences; taking messages; and letter writing.

2. Fundamental Math (3 semesters/1 1/2 credits)
This course concentrates on developing basic math skills, with particular emphasis on work related tasks.

Instruction will focus upon recognizing and writing numbers; solving mathematical problems through additional, subtraction, multiplication, division, fractions, and percentages; measurement (weight, volume, velocity, and linear); reading a thermometer; reading and recording time; utilizing calendars; graphs; geometric shapes and concepts; and utilizing calculating devices.

3. Career Education (1 semester/one-half credit)
This course explores a broad ranges of occupations and develops recognition of personal skills necessary for a successful career choice. Instruction will focus upon identifying and examining occupational clusters; identifying tentative career goals based upon individual interests, abilities, values, and needs; and planning strategies for acquiring the prerequisite skills which lead to a chosen career option.

4. Employment Skills (2 semester/1 credit)
This course concentrates on developing an understanding of employment procedures and universal work skills. Instruction will focus upon employee responsibilities regular attendance, promptness, notification of absence, appropriate attire, etc.); job interviewing and application procedures; common sequenced work processes, including the names and uses of tools, utensils, appliances, and other equipment involved in those processes; labor union requirements; minimum wage requirements; occupational health and safety requirements; and assistive social agencies and appropriate procedures for receiving services relative to employment/unemployment.

III. Vocational Education

The vocational education requirement may be achieved through the completion of one of the following alternatives:

A. A regular vocational education program approved by the Vocational-Technical Education Services Areas (VTES) of the Michigan Department of Education.

B. An adapted (special needs) vocational education program approved by VTES.

C. Contracted services less than class size.

D. A special education/vocational education program approved by the Intermediate School District (ISD).

E. An individualized vocational training program approved by the ISD.

IV. Physical Education

The physical education requirements may be achieved through one of the following options:

A. Regular Physical Education

B. Adaptive Physical Education

C. Special Education Physical Education

V. Assignment to the Secondary Special Education Curriculum

The decision to assign a handicapped student to the secondary special education curriculum must be made by an Individualized Educational Planning Committee (IEPC). However, handicapped students who are following the special education curriculum are not prohibited from taking courses offered in the regular education curriculum.

VI. Graduation Requirements

A. Credit Accumulation

The graduation of handicapped students constitutes a change of educational status, and, thus, requires the convening of an IEPC meeting. For handicapped students graduating from the secondary special education curriculum, the IEPC must determine that the following course and credit requirements have been completed*:

Courses	Credits	Regular Education Courses as Acceptable Substitutes
Consumer Business	1	Business
Home Management	1/2	Home Economics
Family Living	1/2	
Health Care	1/2	
Government	1	Civics
Community Living	1/2	
Fundamental English	2	English I & II
Fundamental Math	1 1/2	Math I & II
Career Education	1/2	
Employment Skills	1	
Vocational Education	2	
Electives	4	
Total Credits	**16**	

B. Grading

The Special education curriculum will follow the same grading system as established for regular education.

VII. Approval

This plan was approved by the ISD on _____

This plan was approved by the LEA on _____

****

*It is expected that some handicapped students may not be able to fulfill these requirements within the traditional time structure of four years of high school and may need additional time.

High School Credit Record *

Student Name _____ School District _____ 9th Grade Entry Date _____

Student Number _____ Total Credits Needed for Graduation _____

Date _____ High School Credit History Total Credits in Required Courses _____

Special Education Total Credits in Elective Courses _____

GENERAL EDUCATION CURRICULUM

Semester	1	2	1	2	1	2	1	2	1	2	1	2	District Requires	IEPC Requires	Completed	NOTES:
Date																
Grade																
REQUIREMENTS:																
Government													1			
Physical Education													2			
Math													2			
Competency Test																
English													6			
American History													3			
Global Studies													1			
Humanities													2			
Economics													1			
ELECTIVES:																

Directions for Appendix A-21 *

Date:

Enter last month of semester/year:

Grade:

Enter year in high school:

District Requirement: List general education requirements.

IEPC Requirement: Enter total number of credits required, as determined by IEPC (cannot be less than LEA minimum.

Completed: At end of last semester of high school, enter total # of credits earned in all grades.

Requirements: Enter # of credits earned at end of each semester for each requirement:

Electives: Enter name of course and # of credits earned at end of each semester:

High School Plan
Option I

Date:_____

High School Plan
Option II

Date:_____

* Lansing School District, 1985.

This is not a state-mandated form; it is only an example.

High School Credit Record *

Student Name _____ School District _____ 9th Grade Entry Date _____

Student Number _____ High School Credit History Total Credits Needed for Graduation _____

Date _____ Special Education Total Credits in Required Courses _____

SPECIAL EDUCATION CURRICULUM Total Credits in Elective Courses _____

Semester	1	2	1	2	1	2	1	2	1	2	1	2	District Requires	IEPC Requires	Completed	NOTES:
Date																
Grade																
REQUIREMENTS:																
Government													1			
Physical Education													2			
Math													2			
English													6			
Personal Adjustment													4			
1.																
2.																
3.																
4.																
Prevocational													2			
1.																
2.																
Vocational													6-12			
General Education																
Adapted General Ed																
Special Education																
Individualized (IVT)																
Work-Study (optional)													1			
ELECTIVES:																

Directions for Appendix A-23 *

Date:

Enter last month of semester/year:

Grade:

Enter year in high school:

District Requirement: List general education requirements.

IEPC Requirement: Enter total number of credits required, as determined by IEPC (cannot be less than LEA minimum.

Completed: At end of last semester of high school, enter total # of credits earned in all grades.

Requirements: Enter # of credits earned at end of each semester for each requirement:

Electives: Enter name of course and # of credits earned at end of each semester:

High School Plan Option I

Date:_____

High School Plan Option II

Date:_____

* Lansing School District., 1985.

This is not a state-mandated form; it is only an example.

Special Education
Objective Based Curriculum For Secondary Programs

(Excerpted, with permission, from **SPECIAL EDUCATION OBJECTIVE BASED CURRICULUM FOR SECONDARY PROGRAMS**, 1987 copyrighted revision, The Kalamazoo Valley Intermediate School District)

Foreword

The Special Education Objective Based Curriculum was developed for secondary students whose disabilities preclude graduation from a regular education curriculum (Credit Based Curriculum). In accordance with Michigan department of Education rules, the curriculum content addresses personal adjustment and prevocational training. The material is presented in the form of goals, instructional objectives, and enabling objectives.

The curriculum has been designed to meet Michigan Department of Education standards for graduating special education students from other than the regular education curriculum. All nine of the local districts have adopted this curriculum, and are approved in the Kalamazoo Valley Intermediate School District Plan for the Delivery of Special Education Programs and Services.

Philosophy

The Objective Based Curriculum was developed to provide a format for secondary educators to enhance the delivery of educational services in the Kalamazoo Valley Intermediate School District. Its purpose is to better meet the needs of handicapped students who will soon be making the transition from secondary education to other adult services. It is intended to lead to increased opportunities for handicapped young people in order to maximize their potential for independent living.

Independent living means controlling and directing one's own life; making decisions and accepting responsibility for those decisions; participating in aspects of community life; exercising choices regarding where, with whom, and how one lives; taking risks and being allowed to fail; and asserting one's rights and responsibilities as a citizen.

To help in achieving this goal of independent living for special education students, this curriculum focuses on improving personal social adjustment, increasing prevocational skills, physical education and vocational education, and provides annual goals, short term instructional objectives, enabling objectives, assessment protocol, suggested materials and community resources that are designed to develop, maintain and enhance specific academic, vocational and functional living skills.

Overview of the Curriculum

At the conclusion of a special education student's middle/junior high years, a decision must be made as to the course of study the student will pursue during his/her high school career. There are two paths leading to the receipt of a high school diploma: following a Regular Education (Credit Based Curriculum) or following a Special Education (Objective Based Curriculum). This Table 1 describes each curriculum:

Table 1

Requirement for Receipt of a Diploma

In order to recommend a special education student for graduation, the IEPC must be in receipt of documentation establishing that requirements for one of the following have been met.

Credit Based Curriculum
(Requirements for Receipt of a Diploma)

A student may be enrolled in a regular education program leading to a high school diploma with classes taught by regular education or special education personnel. Special education teachers may teach only board approved special education classes. All classes must meet regular education objectives. Total credits earned must meet the requirements of the local school district granting the diploma and may include (but are not limited to):

a. English
b. Science
c. Social Studies
d. Math
e. Physical Education
f. History
g. Government

Upon receipt of a diploma, a student is no longer eligible for special education programs and/or services.

Objective Based Curriculum
(Requirements for Receipt of a Diploma)

A student may be enrolled in a special education program approved in the ISD Plan leading to a high school diploma which includes the completion of: (1) a minimum of 75% of the "Personal Adjustment and Prevocational Objectives"; (2) completion of the minimum physical education requirements of the local district; and (3) completion of an approved vocational education program. A copy of the student's transcript of vocational education and physical education and a record documenting that 75% of the Short-term Objectives have been met must be presented to the IEPC. These objectives may be accomplished in either special education or regular education classes as documented by the special education classroom teacher.

Upon receipt of a diploma, a student is no longer eligible for special education programs and/or services.

If a student does not meet the stated criteria for either of the diploma bound paths, s/he may receive a certificate of completion as described in Table 2:

Table 2

Individualized Completion Plan

A student may progress through a special education course of study (which does not lead to obtaining a diploma) in which objectives in personal adjustment, prevocational education and physical education are addressed. This Individualized Education Program may include experience in either a work activity center or sheltered workshop setting. This course of study must be taught by special education pesonnel and is available until the student is not longer eligible due to attainment of the age limitation of 26.

* © Kalamazoo Valley Intermediate School District.

The Criteria for Determining High School Course of Study gives the IEPC some general guidelines in helping to make that decision. Once that decision is made - advisably no later than the 8th grade level change IEPC meeting - it should be documented on page two (2) of the IEPC report.

Table 3

Page 2

6. Committee Considered:
   A. Course of Study
   _____Objective-based Curriculum _____Credit-based Curriculum
   B. Prevocational Needs (for students 12 and above) _____ Yes _____ No
   C. Vocational Evaluation: _____ (Date Completed, None Required) Vocational Education: _____ (Type, None Required)
   D. Physical Education: _____ (Specially Designed, None Required, Completed)

The STIO Selection Chart then becomes an integral part of the IEPC Report (pages 3a-3e) for any student so designated as following the Objective Based Curriculum. The annual goals and short-term instructional objectives are inherent in those pages so page three (3) of the IEPC report may be filled in as follows:

Table 4

Page 3 of _____ Pages

Student's Name_____

Goals and Short-Term Instructional Objectives are to be developed in the cognitive, affective, and pychomotor domains, according to the student's needs, with special attention to personal adjustment education, prevocational education, physical education, and vocational training. Include two (2) or more Short-Term Instructional Objectives for each goal. Evaluation of the Annual Goals and Short-Term Instructional Objectives will be conducted by the teacher and/or appropriate staff at least annually.

Refer to page(s) 3a and subsequent Pages if applicable.

ANNUAL GOALS: **SHORT-TERM INSTRUCTIONAL OBJECTIVES** (include condition, behavior, criterion)

All of the components required to implement the Objective Based Curriculum are presented in the body or in the appendices (see Table of Contents). in general, components are grouped into units in a teaching sequence that corresponds to regular education's presentation of secondary level courses. The mode of instruction may follow this sequence, in a departmentalized model, or the STIOs may be regrouped, and taught by unit in a categorical or more self-contained setting. The short-term instructional objectives and the accompanying enabling objectives are intended to be only minimum course content. If any student, or group of students, moves through the enabling objectives in a short period of time, it would be advantageous for the classroom teacher to expand and enrich that subject area. Students may "test out" of a given short-term instructional objective if the stated criteria on the grid page is met. The documentation (tests) must be filed for each student and appropriate scores and percentages recorded on the Individual and Progress Profile.

* © Kalamazoo Valley Intermediate School District.

Table 5

Cumulative Record Card

Date Curriculum Initiated____/____/____ Date Curriculum Completed____/____/____

STUDENT:____ ADDRESS:____ BIRTHDATE____/____/____

This student is pursuing graduation through completion of an approved Special Education Curriculum, an outline of which is available upon request. This curriculum consists of 32 personal adjustment and 36 prevocaitonal objectives which may be accomplished in either special education or regular education classes as documented by the special education teacher. Of the 68 objectives, 51 must be accomplished over a minimum period of four years before recommending the student for graduation. In order to meet the state mandate for the teaching of Government, PA-2, PA-3, PA-4, PA-5 and PA-32 must be included as five of the 51 mastered. In addition, students must: (1) successfully complete regular education or special education physical education requirements which fulfill the minimum requirement from graduation from the local school district; and (2) after having completed a vocational assessment and being determined eligible for placement in a training program, must complete the vocational education program. The programs that meet such requirements are: approved regular vocational education programs, special needs vocational education and special education vocational education.

	ANNUAL GOAL I Improve Personal-Social Adjustment Skills	Completion Date		ANNUAL GOAL II Increase Prevocational Skills	Completion Date
	PA-1 Social Behavior			PV-1 Job Prerequisites	
	PA-2 Citizenship in the Community (Basic Civil Law) *			PV-2 Career Awareness (Job-Skill Matching)	
	PA-3 Citizenship in the Community (Legal Rights)*			PV-3 Career Awareness (Securing Job)	
	PA-4 Citizenship in the Community (Democracy/Politics/Voting)*			PV-4 Mathematics (Computation)	
	PA-5 Citizenship in the Community (Sources of Help)*			PV-5 Mathematics (Money Skills)	
	PA-6 Mobility in the Community			PV-6 Mathematics (Banking Skills)	
	PA-7 Use of Leisure Time			PV-7 Mathematics (Payroll)	
	PA-8 Family Living (Dating)			PV-8 Mathematics (Budgeting)	
	PA-9 Family Living (Marriage)			PV-9 Mathematics (Household Bills)	
	PA-10 Family Living (Divorce)			PV-10 Mathematics (Insurance)	
	PA-11 Family Living (Abuse)			PV-11 Mathematics (Contracts)	
	PA-12 Family Living (Death and Dying)			PV-12 Mathematics (Loans)	
	PA-13 Family Living (Parental Responsibilities)			PV-13 Measurement (Time)	
	PA-14 Family Living (Child Care)			PV-14 Measurement (Fractional Parts of a Whole)	
	PA-15 Family Living (Family Composition)			PV-15 Measurement (Weight)	
	PA-16 Homemaking (Housekeeping Skills)			PV-16 Measurement (Temperature)	
	PA-17 Homemaking (Laundry Skills)			PV-17 Measurement (Linear)	
	PA-18 Homemaking (Sewing Skills)			PV-18 Measurement (Calendar)	
	PA-19 Homemaking (Meal Planning)			PV-19 Oral Communication (Receptive Language)	
	PA-20 Homemaking (Grocery Shopping Skills)			PV-20 Oral Communication (Expressive Language)	
	PA-21 Homemaking (Dry & Liquid Measurement)			PV-21 Oral Communication (Telephone Skills)	
	PA-22 Homemaking (Meal Preparation)			PV-22 Written Communication (Decoding Skills)	
	PA-23 Homemaking (Table Etiquette)			PV-23 Written Communication (Comprehensive Skills)	
	PA-24 Homemaking (Acquisition Living Arrangements)			PV-24 Written Communication (Functional Reading Skills)	
	PA-25 Homemaking (Acquiring Personal Needs)			PV-25 Written Communication (Newspaper Skills)	
	PA-26 Personal Hygiene/Health (Grooming)			PV-26 Written Expression (Reference & Study Skills)	
	PA-27 Personal Hygiene/Health (Health Care Habits)			PV-27 Written Expression (Spelling Skills)	
	PA-28 Personal Hygiene/Health (Drug Abuse)			PV-28 Written Expression (Composition Skills)	
	PA-29 Social Studies (Michigan Geography and History)			PV-29 Written Expression (Punctuation Skills)	
	PA-30 Social Studies (U.S. Geography & History)			PV-30 Written Expression (Grammar Skills)	
	PA-31 Social Studies (World Geography and History)			PV-31 Safety (Environmental & Personal)	
	PA-32 Social Studies (Government)			PV-32 Life Science (Plants, Animals)	
				PV-33 Earth Science (Solar System, Oceanography, Weather, Ecology & Soil)	
				PV-34 Life Science (Human Biology)	
				PV-35 Science (Computer Awareness)	
				PV-36 Home Maintenance (Tools & Minor Repairs)	

* Required for diploma

Expected Date of Graduation____/____/____ Date Graduated____/____/____

Physical Education Requirement: Completion Date____/____/____ School/Class:____

Vocational Education Requirement: Completion Date____/____/____ School/Class/Program:____

Transcripts to: Date:

____ PRINCIPAL:____

____ Date____/____/____

Table 6

Special Education Objective Based Curriculum
Program Plan

Middle School	Hour	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Recommended Lifetime Objectives to be Emphasized in Middle School: PA-1 Social Behavior PA-6 Mobility PA-26 Grooming PA-27 Health Care Habits PV-1 Job Prerequisites PV-3 Securing a Job PV-5 Money Skills PV-13 Time PV-14 Fractional Parts of a Whole PV-15 Weight PV-17 Linear PV-18 Calendar PV-19 Receptive Language PV-20 Expressive Language PV-21 Telephone Skills PV-26 Reference & Study Skills PV-31 Safety **in addition to basic academic skills**	1	**Earth Science** PV-33: Solar System, Oceanography, Weather, Ecology, and Soil **Elective** (2nd Semester)	**Life Science I** PV-32: Plants and Animals **Elective** (2nd Semester)	**Life Science II** PV-32: Plants and Animals **Elective** (2nd Semester)	**Work-study** **or** **Elective**	**Work-study and Completion of Remaining Objectives**
	2	**Home Economics I: Foods** PA-19: Meal Planning PA-20: Grocery Shopping PA-21: Dry/Liquid Measurements PA-22: Meal Preparation PA-23: Table Etiquette PV-25: Newspaper Skills	**Home Economics II: Foods** PA-16: Housekeeping/Homemaking PA-17: Laundry Skills PA-18: Sewing Skills PV-17: Applied Linear Measurements PV-25: Newspaper Skills PV-36: Home Maintenance	**Vocational Education**	**Work-study** **or** **Elective**	
	3	**Physical Education**	**Career Education** PA-6: Mobility PV-1: Job Prerequisites PV-2: Job Skill Matching PV-3: Securing Job PV-21: Telephone Skills PV-25: Newspaper Skills **Prevocational Competencies Explored** **Completion of Vocational Assessment Prior to Vocational Education Referral**	**Vocational Education** (Prerequisite for referral to Special Vocational Education: completion of a minimum of 25 STOs)	**Family Living** PA-7: Use of Leisure Time PA-8: Dating PA-9: Marriage PA-10: Divorce PA-11: Abuse PA-12: Death & Dying PA-13: Parental Responsibilities PA-14: Child Care PA-15: Family Composition PA-24: Acquisition of Living Arrangements PA-25: Acquiring Personal Needs PV-25: Newspaper Skills	
	4	**Social Studies I** PA-29: Michigan Geography & History **Elective** (2nd Semester)	**Social Studies II** PA-30: U.S. Geography & History **Elective** (2nd Semester) **or** PA-30: 20th Century U.S. History (optional)	**Social Studies III** PA-31: World Geography and History **Elective** (2nd Semester)	**Social Studies IV** * PA-2: Basic Civil Laws PA-3: Legal Rights PA-4: Voting PA-5: Citizenship/Community PA-32: Government * These 5 STOs are required for Graduation	
	5	**English I** Study Skills PA-6: Mobility PV-26: Reference & Study Skills PV-27: Spelling Skills PV-28: Composition Skills PV-29: Punctuation Skills PV-30: Grammar Skills	**English II** **Reading for Everyday Living** PV-22: Decoding PV-23: Comprehension PV-24: Functional Reading	**English III** **Applied Communications** PV-19: Receptive Language PV-20: Expressive Language PV-21: Telephone Skills PV-25: Newspaper Skills	**English IV** **Writing Skills** PV-27: Spelling Skills PV-28: Composition Skills PV-29: Punctuation Skills PV-30: Grammar Skills	
	6	**Math Skills** PA-21: Dry/Liquid Measurements PV-4: Computation PV-5: Money Skills PV-13: Time PV-14: Fractional Parts of a Whole PV-15: Weight PV-16: Temperature PV-17: Linear PV-18: Calendar	**Math** PV-35: Computer Awareness **Health/Safety** (2nd Semester) PA-1: Social Behavior PA-26: Grooming PA-27: Health Care Habits PA-28: Drug Abuse PV-31: Safety	**Consumer Math I** PV-6: Banking PV-7: Payroll PV-8: Budgeting PV-9: Household Bills	**Consumer Math II** PV-10: Insurance PV-11: Contracts PV-12: Loans	

* © Kalamazoo Valley Intermediate School District.

Reading, Writing, Math, and Communications Requirements of Community Environments *

The requirements for effective reading, writing, math and communication in natural current and subsequent community environments often pose considerable problems for severely handicapped persons. Because of inherent difficulties in learning these skills and generalizing them from isolated and segregated environments to natural environments, the severely handicapped have been systematically prevented from realizing their full potential in the community.

On the following pages is a series of figures which illustrate the reading, writing, math, and communication requirements of a representative sample of activities in the domestic domain, environments in the recreation-leisure domain, and job types in the vocational domain. The requirements illustrated were taken from the wide variety of environmental inventories comprising the student profile system devised by Freagon, et al. (1983).

As can be seen from these figures, the reading, writing, and communication requirements of natural community environments including schools are extensive and it is in these content areas that severely handicapped students are often said to have the greatest deficits. In addition, many, if not most, severely handicapped students have memory skill deficits (Ellis, 1970; Spitz & Webreck, 1972; Butterfield, Wambold, & Belmont, 1973) which contribute to their abnormal dependence on others. In addition to the reading, writing, math and communication requirements, natural community environments and public schools require numerous memory skills as well (i.e., following a daily schedule at school and work). Holvoet, et all. (1980) point out that these skills have an interdependence and, therefore, are not learned in isolation from one another. Alternative or compensatory strategies increase severely handicapped students' personal competency in community environments including the public schools. These strategies are illustrated by domain (domestic, recreation-leisure, vocational, and school) and are intended to teach, in most instances, multiple skills (i.e., reading in conjunction with number recognition and following a schedule; object and activity identification in conjunction with time telling and reading, etc.). These strategies should be employed only after instructional personnel have (a) conducted environmental inventories of the students' current and subsequent natural environments, and (b) assessed students' needs in those environments. Also, the strategies which are developed should be fluid, inexpensive, durable, portable, and nonintrusive. They should be fluid and inexpensive in order that they can be modified as soon as severely handicapped students can advance to strategies that provide for greater independent participation. They should be durable to provide for extensive use and they should be portable and nonintrusive so as not to draw unnecessary attention to severely handicapped student sin the natural environments. Strategies should be taught, rehearsed, and utilized in both school and natural environments simultaneously. That is, no criterion level should be established whereby students are kept from utilizing the compensatory strategies in natural environments and/or under natural conditions.

* Functional Curriculum. Fregon, Sharon; Wheeler, Jill; McDaniel, Kim; Brankin, Gayle; and Costello, David. Dekalb County Special Education Association (DCSEA), 4418 Maple Street, Kortland, IL 60112.

SCHOOL

Reading, Writing, Math, and Communication Requirements of Elementary, Middle, and High Schools.*

	READING/ WRITING	MATH	COMMUNICATION
ELEMENTARY	• Follows daily schedule • Reads cafeteria menu • Leisure reading (books, magazines) • Checks out library materials	• Uses lockers • Pays for lunch • Lunch/milk counts • Reports attendance	• Takes/receives messages • Interacts with nonhandicapped peers • Interacts with regular education faculty
MIDDLE	• Follows daily schedule • Reads daily announcements • Reads cafeteria menu • Checks out materials (library and audio-visual center) • Completes assignments • Leisure reading (books, magazines) • Grades reports	• Uses lockers • Pays for lunch • Attendance count • Makes school appointments	• Makes phone calls • Delivers/receives messages • Makes school announcements • Interacts with nonhandicapped peers • Interacts with regular education faculty
HIGH	• Follows daily schedule • Follows adapted daily schedule (test days, assemblies, etc.) • Reads daily announcements • Reads cafeteria menu • Reads snack bar board menu • Checks out materials (library, audio-visual center) • Completes assignments • Leisure reading (books, magazines) • Grades reports	• Uses lockers • Pays for lunch • Attendance count • Makes school appointments • Dials phone correctly • Uses school vending machines	• Makes phone calls • Delivers/receives messages • Makes school announcements • Interacts with nonhandicapped peers • Interacts with regular education faculty

* Functional Curriculum, Fregon, Sharon; Wheeler, Jill; McDaniel, Kim; Brankin, Gayle; and Costello, David. Dekalb County Special Education Association (DCSEA), 4418 Maple Street, Kortland, IL 60112.

EXAMPLE: Skills Within a Functional Curriculum

DOMESTIC

Reading, Writing, Math, and Communication Requirements of Personal Health and Daily Living Skills, Housekeeping, and Meal Preparation in the Domestic Domain. *

	READING/ WRITING	MATH	COMMUNICATION
Personal Health/ Daily Living Skills	• Locates correct bathroom through label recognition, e.g., men, women, boys, girls • Demonstrates ability to use personal identification • Is made aware of poisonous items/ dangers via recognition of signs/ labels • Uses telephone directory to locate numbers accurately	• Demonstrates ability to use emergency telephone numbers • Dials phone numbers accurately • Weighs self regularly	• Indicates need to change wet/ soiled pants • Indicates need to use bathroom • Identifies need for clothing to be laundered, mended, ironed • Identifies emergency situations such as sickness, injury, etc. • Identifies appropriate person(s) for assistance • Reports sickness to adults • Demonstrates phone etiquette • Initiates and responds to telephone conversations appropriately • Relays telephone messages to appropriate persons
Housekeeping	• Follows housekeeping schedule/ routine • Locates appropriate cleaning materials through the recognition of labels	• Measures appropriate amounts of cleaning solution • Demonstrates awareness of need to replenish supplies	• Identifies items/areas to be cleaned • Identifies appropriate cleaning materials needed • Asks for assistance as needed
Meal Preparation	• Classifies various foods into the four basic food groups • Plans balanced meals, using the food groups • Follows a recipe in correct sequence	• Use lockers • Demonstrates calories awareness • Demonstrates ability to use tools of measurement • Demonstrates ability to set top burner and/or oven temperatures on stove • Demonstrates time related skills while cooking • Selects and secures materials for the predetermined number of place-settings • Serves appropriate quantities of food	• Requests food politely • Socializes appropriately during mealtime

* Functional Curriculum. Fregon, Sharon; Wheeler, Jill; McDannel, Kim; Brankin, Gayle; and Costello, David. Functional Curriculum. DeKalb County Special Education Association, 4418 Maple Street, Cortland, IL 60112.

EXAMPLE: Skills Within a Functional Curriculum

RECREATION/LEISURE

Reading, Writing, Math, and Communication Requirements of Bowling Alleys, Game Arcades, Libraries, and Movie Theatres in the Recreation-Leisure Domain. *

	READING/ WRITING	MATH	COMMUNICATION
Bowling	• Includes name on score sheet • Writes in score/pins down per frame **VENDING** • Scans vending area for desired machine • Selects desired items.	• Identifies number in group • Obtains correct size of shoe • Scorekeeping • Pays for game(s) **VENDING** • Deposits proper coins	• Communicates activity desire to service personnel • Requests necessary materials • Communicates pins down to scorekeeper • Identifies game scores to players • Communicates number of games played to service personnel • Asks for assistance as needed • Responds appropriately to interactions
Game Arcade	• Follows instructions for using change machine • Scans game room, then moves to desired area • Selects game to play • Plays game as directed	• Obtains proper change/tokens • Dispenses money/tokens into machine	• Requests change/tokens from service personnel • Identifies end of game and the winner • Asks for assistance as needed • Responds appropriately to interactions
Library	• Checks books for due dates • Locates correct drawer for subject/ author by alphabet in card catalog • Scans drawer; locates correct card • Locates section containing desired materials • Locates specific area/shelf for desired materials • Selects desired materials • Uses library card properly • Reads selected materials	• Pays fine(s) on late books • Locates book "call" number	• Identifies need to use library • Identifies overdue books • Identifies amount of money needed to pay the fine • Identifies area to return books out new materials • Asks for assistance if books are overdue • Communicates name to renew desired materials • Communicates name to check • Asks for assistance as needed • Responds appropriately to interactions
Movie Theatre	• Checks paper for what movie is playing • Selects appropriate movie to attend • Scans display case of snack bar • Scans lobby for correct movie title/ cinema number	• Determines number of tickets to be purchased • Purchases tickets • Purchases snacks desired • Secures seating appropriate for number in group	• Phones theatre for what movies are playing • Communicates number of tickets/ movie desired for self/group • Places snack order to service personnel • Asks for assistance as needed • Responds appropriately to interactions

* Functional Curriculum, Fregon, Sharon; Wheeler, Jill; McDannel, Kim; Brankin, Gayle; and Costello, David. Functional Curriculum. DeKalb County Special Education Association, 4418 Maple Street, Cortland, IL 60112.

EXAMPLE: Skills Within a Functional Curriculum

VOCATIONAL

Reading, Writing, Math, and Communication Requirements of Clerical, Food Service, and Janitorial-Housekeeping Job Types in the Vocational Domain. *

	READING/ WRITING	MATH	COMMUNICATION
Clerical	• Follows daily schedule/job routine • Sorts, e.g., mail • Files • Demonstrates effective use of telephone directory • Attaches labels appropriately • Uses stamper and ink pad	• Uses time card properly; records hours worked accurately • Makes proper number of copies • Collates pages in correct order • Takes breaks at correct time and for appropriate length of time	• Identifies supervisor/location to receive job assignment(s) • Places telephone calls as directed • Takes messages properly and accurately • Communicates, in timely fashion, the completion of a job • Asks for more work as needed • Asks for assistance as needed • Responds appropriately to interactions on the job and during breaks
Food Service	• Follows daily schedule/job routine • Identifies menu items • Follows recipe directions	• Uses time card correctly; reports hours worked accurately • Measures soap for dishwasher • Measures ingredients for menu item(s) • Sets oven at proper temperature • Takes breaks at correct time and for an appropriate length of time **ACTING AS A CASHIER** • Counts money combinations correctly • Totals bills correctly • Makes change • Operates cash register correctly	• Identifies items/areas to be cleaned • Identifies appropriate cleaning materials needed • Asks for assistance as needed
Janitorial/ Housekeeping	• Follows daily schedule/ job routine	• Uses time card properly; records hours worked correctly • Measures detergent for laundry correctly • Operates clothes dryer properly, including appropriate quantity of clothes and correct temperature setting • Replenishes/refills service supplies as necessary • Takes break at correct time and for an appropriate length of time	• Identifies supervisor/location to receive job assignment • Communicates when a specific job has been completed • Asks for more work as needed • Asks for assistance as needed • Responds appropriately to interactions on the job and during breaks

*** Functional Curriculum, Fregon, Sharon; Wheeler, Jill; McDaniel, Kim; Brankin, Gayle; and Costello, David. Dekalb County Special Education Association (DCSEA), 4418 Maple Street, Kortland, IL 60112.**

EXAMPLE: Skills Within a Functional Curriculum.

CHECKLIST
LEA Plan for the Development of a Special Education Curriculum Leading to a High School Diploma *

DISTRICT _____

DATE RECEIVED _____ DATE APPROVED _____

REVISED ADMINISTRATIVE RULES FOR SPECIAL EDUCATION REQUIREMENTS

Required Instruction	( )	Page # of Plan
Personal Adjustment [R340.1701a(k)]		
Physical Education [R340.1701a(n)]		
Prevocational Education [R340.1701a(o)]		
Vocational Education [R340.1701b(j)]		
Regular Vocational Education		
Adapted Vocational Education (Special Needs)		
Contracted Services Less Than Class Size		
Special Education/Vocational Education		
Individualized Vocational Training (IVT)		
Additional Requirements		
Vocational Evaluation [R340.1701b(k)]		
Related Programs		
Work Activity [R340.1701b(l)] [R340.1733(l)]		
Work-study Services [R340.1733(m)]		

MICHIGAN COMPILED LAWS' REQUIREMENTS

Required Courses		
Constitutions and Governments [380.1166]		
Required Instruction		
Communicable Diseases [380.1169]		
Physiology and Hygiene (including alcohol and drugs) [380.1170]		
Animals and Birds [380.1171]		
Health and Physical Education [380.1502]		
Driver Education (257.811)		
(must be offered, but is not required for graduation)		
LEA options established by LEA Board of Education		

* Source: Oakland Intermediate School District.

This is not a state-mandated form; it is only an example.

Approved Courses*

Special Education General Mathematics

Text

General Mathematics I, II published by Addison Wesley

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

Applied Mathematics

Course Description

The Special Education General Mathematics is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

General Mathematics is Special Education math class specifically designed for students who need additional time and practice in consumer math skills of adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals, time concepts, percentages, tables, and metrics.

Course Goals

Students in Special Education General Mathematics will:

1. perform arithmetic operations on whole numbers, decimals, and basic fractions;
2. demonstrate the ability to test for reasonableness for answers by estimating;
3. use a calculator to perform arithmetic operations;
4. identify which operations to use in a given problem;
5. measure using English and metric units;
6. demonstrate skills in using arithmetic in application to real life situations.

Instructional Objectives

Given instruction in the Special Education General Mathematics course, the student will be able to:

1. perform arithmetic operations on whole numbers, decimals, and basic fractions;
2. demonstrate the ability to test for reasonableness for answers by estimating;
3. use a calculator to perform arithmetic operations;
4. identify which operations to use in a given problem;
5. measure using English and metric units;
6. demonstrate skills in using arithmetic in application to real life situations.

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

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Special Education Study Skills

Text

Study Skills for Students of English, Richard Yorkey. Second Edition. McGraw-Hill, New York.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Course Description

This program includes specific instruction in basic skills development. The student is offered an opportunity to improve organizational skills, accept responsibilities for learning, and receive assistance in meeting the academic goals of the student's school program.

This course may be taken for a maximum of three credits.

The study skills class is an excellent example of LEA approved courses; it is designed for those students who need daily assistance in order to pass their mainstreamed classes. These students may:

•have tests read aloud;
•have books on tape;
•have difficult concepts presented in more appropriate ways;
•receive help completing homework;
•receive help studying for tests;
•receive study guides in addition to presented material.

Study skills does not have a specific course content. Skills are not taught in conventional fashion because the focus is on mainstream material. However, general concepts in comprehension, notetaking, test taking, and organizational skills are discussed in an ongoing manner.

The goal of the study skills class is for students to become more successful when mainstreamed and to begin to learn how to organize and study more independently.

Grading for study skills class can be done by using a point system such as 5 points per day to be earned for student organization (having books, assignments, materials, etc.), initiative (getting started, knowing when to ask for help) and productivity (work in a productive, ongoing manner throughout class time). These are the same skills the student will need if s/he is to be successful while studying independently.

The interfacing of special education and regular education curriculum should be addressed by each local educational agency. A reciprocal agreement which will allow the transfer of credits should exist between regular education and special education. The classes offered in each curriculum should be reviewed and decisions should be made as to how substitutions and credit transfers will take place. For example, special education language arts might be substituted for English composition. Prevocational math might be substituted for basic math. Other special education classes may be substituted for regular education electives.

Course Goals

Students in Special Education Study Skills will:

1. use a dictionary effectively;
2. improve vocabulary;
3. write an outline;
4. improve reading for information;
5. improve note taking skills;
6. learn to use a text;
7. use the library effectively;
8. learn to study for examinations;
9. learn to identify work needing attention;
10. learn to organize materials necessary to complete the work;
11. plan effective use of time;
12. improve the completeness and accuracy of their work.

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Special Education Study Skills
Page 2

Instructional Objectives

Given instruction in the Special Education Study Skills course, the student will be able to:

1. use a dictionary effectively;
2. improve vocabulary;
3. write an outline;
4. improve reading for information;
5. improve note taking skills;
6. learn to use a text;
7. use the library effectively;
8. learn to study for examinations;
9. learn to identify work needing attention;
10. learn to organize materials necessary to complete the work;
11. plan effective use of time;
12. improve the completeness and accuracy of their work.

as measured by receiving a passing grade for the course.

Course Requirements

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

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Special Education General Science I, II

Text

Modern Earth Science, by Ramsey, Phillips, and Watenpaugh. Holt, Rinehart & Winston.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

None. If students wish to take another science course, regular education life science or physical science should be elected.

Course Description

The Special Education General Science course is established to meet the needs and handicapping conditions of individual students. Students in the special program are unable to successfully complete the science requirement in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

Special Education General Science is a course designed to deal with practical,.everyday science. It is an overview of life science and physical science. This course takes into account the lower reading levels among students. General Science should provide an understanding of the interdependence among all living things and their environments. Included in the units are career opportunities which meet the needs of the special education student.

Course Goals

Students in General Science will:

1. understand the many different environments on Earth and how living things interact with their environments;
2. understand the need for plants in the environment;
3. understand how cells form the basis for multicellular organisms and are the basic unit of life;
4. understand the body system;
5. understand common facts and opinions about nutrition;
6. understand the relationship of Earth to the solar system;
7. understand forces which change Earth's surface;
8. understand weather and climate;
9. understand the oceans, seas, and lakes;
10. understand ecology;

Instructional Objectives

Given instruction in the Special Education General Science I, II course, the student will be able to:

1. understand the many different environments on Earth and how living things interact with their environments;
2. understand the need for plants in the environment;
3. understand how cells form the basis for multicellular organisms and are the basic unit of life;
4. understand the body system;
5. understand common facts and opinions about nutrition;
6. understand the relationship of Earth to the solar system;
7. understand forces which change Earth's surface;
8. understand weather and climate;
9. understand the oceans, seas, and lakes;
10. understand ecology;

as measured by receiving a passing grade for the course.

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Special Education General Science I, II
Page 2

Course Requirements

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientation and Introduction	5 days
II	The Earth	20 days
III	The Solar System	20 days
IV	Plants	20 days
V	Career Study	5 days
VI	Volcanoes and Earthquakes	10 days
VII	Weather	10 days
VIII	Cells	20 days
IX	Body	25-30 days
X	Nutrition	15-20 days
XI	Career Study	5 days
	Total	**155-165 days**

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Special Education English I, II

Text

Grammar and Composition for Today. Globe Book Company, Inc.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

Special Education English III, IV.

Course Description

The Special Education English I, II is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

Special Education English I, II includes grammar, vocabulary, writing, and literature. Sentence and paragraph development are emphasized. The course also reinforces library skills.

Course Goals

Students in Special Education English I, II will:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. write correct sentences and paragraphs;
5. develop logical thinking skills;
6. engage in discussions as both speakers and listeners;
7. improve reading skills.

Instructional Objectives

Given instruction in the Special Education English I, II course, the student will be able to:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. write correct sentences and paragraphs;
5. develop logical thinking skills;
6. engage in discussions as both speakers and listeners;
7. improve reading skills.

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

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Special Education English I, II
Page 2

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.
Semester grades are based on the two quarter grades and the final exam.
A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientation and Introduction	5 days
II	Types of Sentences	10 days
III	Nouns	10 days
IV	Verbs	10 days
V	Vocabulary - Teacher Selected Materials	15 days
VI	Literature - Teacher Selected Materials	15 days
VII	Sentence Writing	15 days
APPROXIMATE SEMESTER END	Subtotal	80 days
VIII	Library Orientation	5 days
IX	Adjectives	10 days
X	Adverbs	10 days
XI	Paragraph Writing	20 days
XII	Vocabulary - Teacher Selected Materials	20 days
XIII	Literature - Teacher Selected Materials	20 days
APPROXIMATE YEAR END	Subtotal	85 days
	Total	**165 days**

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Special Education English III, IV

Text

Glencoe English 9; Glencoe English 10; Arrangements in Literature

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

Special Education English V, VI.

Course Description

The Special Education English III, IV is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

Special Education English III, IV includes grammar, vocabulary, writing, and literature. Sentence and paragraph development are emphasized. The course also introduces the student to library research and to fiction, poetry, and drama..

Course Goals

Students in Special Education English III, IV will:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. demonstrate writing skills: correct sentences, descriptive paragraphs, and short, organized compositions;
5. demonstrate a knowledge of the elements of fiction, poetry and drama;
6. demonstrate logical thinking skills;
7. engage in discussions as both speakers and listeners.

Instructional Objectives

Given instruction in the Special Education English III, IV course, the student will be able to:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. demonstrate writing skills: correct sentences, descriptive paragraphs, and short, organized compositions;
5. demonstrate a knowledge of the elements of fiction, poetry and drama;
6. demonstrate logical thinking skills;
7. engage in discussions as both speakers and listeners.

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

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Special Education English III, IV
Page 2

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientation and Introduction	5 days
II	Sentences: Subjects and Predicates	10 days
III	Nouns/Verbs	10 days
IV	Adjectives/Adverbs	10 days
V	Vocabulary - Teacher Selected Materials	15 days
VI	Literature: Arrangements in Literature - Teacher Selected Stories	20 days
VII	Writing: Sentences and Paragraphs	15 days
APPROXIMATE SEMESTER END	Subtotal	85 days
VIII	Library Orientation	5 days
IX	Pronouns	10 days
X	Prepositions	10 days
XI	Writing: Paragraph and Composition Development	25 days
XII	Vocabulary - Teacher Selected Materials	15 days
XIII	Literature: Poetry/Drama	25 days
APPROXIMATE YEAR END	Subtotal	85 days
	Total	**170 days**

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Special Education English V, VI

Text

Glencoe English 9; Glencoe English 10; Glencoe English 11; Arrangements in Literature

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

Regular Education English.

Course Description

The Special Education English V, VI is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

Special Education English V, VI includes grammar, vocabulary, writing, and literature. Sentence and paragraph development are emphasized. The course also reinforces library research.

Course Goals

Students in Special Education English V, VI will:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. demonstrate writing skills: correct sentences, descriptive paragraphs, and short, organized compositions;
5. write a research assignment;
6. study a novel;
7. demonstrate logical thinking skills;
8. engage in discussions as both speakers and listeners.

Instructional Objectives

Given instruction in the Special Education English V, VI course, the student will be able to:

1. develop vocabulary and improve spelling skills;
2. recognize parts of speech and sentence patterns;
3. use standard punctuation and capitalization;
4. demonstrate writing skills: correct sentences, descriptive paragraphs, and short, organized compositions;
5. write a research assignment;
6. study a novel;
7. demonstrate logical thinking skills;
8. engage in discussions as both speakers and listeners.

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

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Special Education English V, VI
Page 2

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientation and Introduction	5 days
II	Sentences: Subjects and Predicates	10 days
III	Nouns/Verbs/Adjectives/Adverbs	15 days
IV	Vocabulary - Teacher Selected Materials	15 days
V	Literature: Arrangements in Literature - Teacher Selected Stories	15 days
VI	Writing: Paragraphs and Themes	15 days
VII	Conjunctions/Interjections	10 days
APPROXIMATE SEMESTER END	Subtotal	85 days
VIII	Library Orientation	5 days
IX	Subject/Verb Agreement	10 days
X	Verb Usage	10 days
XI	Writing: Research Project	30 days
XII	Literature: Novel	30 days
APPROXIMATE YEAR END	Subtotal	85 days
	Total	**170 days**

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Ninth Grade Special Education Social Studies I, II

Text

People and Our World. Kownslar and Smart. Holt, Rinehart and Winston.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

U.S. History.

Course Description

The Ninth Grade Special Education Social Studies I, II is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

In this program, students learn about the world's major cultures and societies. The course stresses the diversity in the world's economic, political, religious, and social systems. Historical perspective is provided on major world events and movements. Students are encouraged to develop a knowledge of and an appreciate for the contributions of the world's many cultures to the collective wisdom of the human race. This course also includes attention to those cultural differences which have and do lead to conflict.

A part of this course is established for the study of career opportunities. The purpose of this unit is to complement the Kalamazoo Public Schools' Career Development Program with students examining career choices. In this way, future courses are selected for definite purpose to accomplish long term rather than short term.

Course Goals

Students in Ninth Grade Special Education Social Studies I, II will:

1. recognize and develop the attitudes and skills for successful participation in and completion of high school;
2. develop the skills necessary for participation in society as an individual and as a group member;
3. understand the history and present state of world culture;
4. build on and develop new geography skills;
5. understand the relationships among the social science disciplines;
6. develop communication skills;
7. set tentative career related goals;
8. develop the ability to acquire, analyze, organize, and use information to prepare logical answers on research projects.

Instructional Objectives

Given instruction in the Ninth Grade Special Education Social Studies I, II course, the student will be able to:

1. recognize and develop the attitudes and skills for successful participation in and completion of high school;
2. develop the skills necessary for participation in society as an individual and as a group member;
3. understand the history and present state of world culture;
4. build on and develop new geography skills;
5. understand the relationships among the social science disciplines;
6. develop communication skills;
7. set tentative career related goals;
8. develop the ability to acquire, analyze, organize, and use information to prepare logical answers on research projects.

as measured by receiving a passing grade for the course.

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Ninth Grade Special Education Social Studies I, II
Page 2

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientation and Introduction	5 days
II	Greece and Rome	25 days
III	Middle East	15 days
IV	Ancient Far East: India/Japan	15 days
V	Literature: Arrangements in Literature - Teacher Selected Stories	15 days
	Career Unit - Career Study	10 days
	Current Events (about 1/2 hour per week)	9 days
APPROXIMATE SEMESTER END	Subtotal	84 days
V	Western Europe	20 days
VI	Eastern Europe/Russia	15 days
VII	Africa	15 days
VIII	Latin America	15 days
	Career Unit - Career Study	10 days
	Current Events (about 1/2 per week)	9 days
APPROXIMATE YEAR END	Subtotal	84 days
	Total	**168 days**

Audio Visual Suggestions

Unit I: Orientation/Introduction

K22370 - "World History: An Overview"
K16370: "Maps for a Changing World" (11 minutes)
K16340: "Map Skills - Using Different Maps Together" (11 minute)

Unit II: Greece and Rome

K15850 - Life in Ancient Rome"
10950 - "Athens: The Golden Age" (30 minutes)
59140 - "Mythology of Greece and Rome" (16 minutes)
K15350 - "Julius Caesar" (22 minutes)
K18640 - "Rise of the Roman Empire" (13 minutes)

Unit III: Middle East

K16660 - "The Middle East"
K37190 - "The Middle East: Mosaic of People"
K81630 - "Israel: The West Bank"

Unit IV: Ancient Far East

54160 - "Asia"
K11390 - "Buddhist World" (11 minutes)
K15160 - "Japan: An Historical Overview"

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Ninth Grade Special Education Social Studies I, II
Page 3

Unit V: Western Europe	K32970 - "Charlemagne: Holy Barbarian" K34020 - "Crusades, The" K16280 - "Magna Carta I & II" 5606 - "English History - Tudor Period" (11 minutes) K23770 - "Puritan Experience: Forsaking England" K18540 - "Reformation I, II"
Unit VI: Eastern Europe	63800 - "Russia" K29370 - "Mighty Volga" 60380 - "Russia" 60690 - "Siberia - Endless Horizon I, II"
Unit VII: Africa	53960 - "Ancient Africans"
Unit VIII: Latin America	53990 - "Ancient Peruvian" (36 minutes) K31450 - "Francisco Pizarro: Ten Who Dared"

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Special Education United States History I, II

Text

Rise of the American Nation. Tod and Curti. Harcourt, Brace and Javanovich.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

U.S. Government.

Course Description

The Special Education United States History I, II is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

It is a full year course designed to fulfill the United States History requirement of the Kalamazoo Public Schools. The course is a traditional, chronological presentation of our nation's history beginning with the Asian migration to North America to modern American history

In addition to basic information directly related to history, this course presents social, economic, and political aspects as they are related to the growth and development of the United States. Special emphasis is placed on understanding the past as it related to the present.

Course Goals

Students in Special Education United States History I, II will:

1. understand the history and present state of American culture;
2. develop the skills necessary for participation in society as an individual and as a group member;
3. demonstrate a knowledge of the role of geography and its implications for United States history from 1450 to the present;
4. develop the ability to acquire, analyze, organize, and use information to prepare logical answers on research projects;
5. develop communication skills;

Instructional Objectives

Given instruction in the Special Education United States History I, II course, the student will be able to:

1. understand the history and present state of American culture;
2. develop the skills necessary for participation in society as an individual and as a group member;
3. demonstrate a knowledge of the role of geography and its implications for United States history from 1450 to the present;
4. develop the ability to acquire, analyze, organize, and use information to prepare logical answers on research projects;
5. develop communication skills;

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

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Special Education United States History I, II
Page 2

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Prehistory through War of 1812 Introduction Discovery Setting Up a Government The Constitution War of 1812	40 days
II	1820's through The Early 1860's Exploration West Political Parties Education Transportation Wars	40 days
III	Civil War through World War I Civil War Changing Cities Business World War II	40 days
IV	1920's through 1970's Roaring 20's Depression The 1940's	40 days
	Total	**160 days**

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Special Education United States Government I

Text

Magruder's American Government. McClenaghan, Allyn Bacon.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

As frequently as possible we will adhere to the regular education sequence. However, flexibility in the sequence needs to be provided because of staffing patterns and student enrollment.

Course Description

The Special Education United States Government I is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully complete the requirements in regular education. However, the intent of the course is to enhance and strengthen both cognitive and affective skills in order for future mainstreaming of Special Education students in the regular education curriculum.

This course introduces students to the form and functions of our federal system of government. Students examine the responsibilities of citizens in American democracy and the individual rights guaranteed by the U. S. Constitution. Special Education U.S. Government satisfies the final social studies requirement for graduation from the Kalamazoo Public Schools. Although specializing in the field of political science, Special Education, U.S. Government is designed to complement the skills and concepts developed in earlier social studies classes, paraticularly the U.S. History course.

Course Goals

Students in Special Education United States Government I will:

1. acquire the knowledge and skills to effectively participate in a democratic society in the later twentieth century.
2. acquire the knowledge and skills needed for effective participation in an interdependent, global society;
3. develop an understanding of the basic principles of the United States Constitution;
4. develop an understanding of the basic characteristics of the United States Constitution;
5. develop an understanding of the basic characteristics of state government;
6. develop an understanding of the basic characteristics of state government;
7. develop an understanding of the basic principles of our economy;
8. continue the development an improvement of social studies skills.

Instructional Objectives

Given instruction in the Special Education United States Government I course, the student will be able to:

1. acquire the knowledge and skills to effectively participate in a democratic society in the later twentieth century.
2. acquire the knowledge and skills needed for effective participation in an interdependent, global society;
3. develop an understanding of the basic principles of the United States Constitution;
4. develop an understanding of the basic characteristics of the United States Constitution;
5. develop an understanding of the basic characteristics of state government;
6. develop an understanding of the basic characteristics of state government
7. develop an understanding of the basic principles of our economy;
8. continue the development an improvement of social studies skills.

as measured by receiving a passing grade for the course.

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

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Special Education United States Government I
Page 2

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	Orientaton/Foundation of American Government	10 days
II	National Branches of Government	20 days
III	State Branches of Government	20 days
IV	Local Branches of Government	10 days
V	Economic Issues	15 days
VI	Current Events and Career Orientation	10 days
VII	Review and Final Exam	5 days
APPROXIMATE SEMESTER END	Subtotal	90 days

***

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Special Education Sign Language Class I & II, III &IV, V & VI, VII & VIII

Text

The Comprehensive Signed English Dictionary, Kendall Green Publications, Gallaudet College Press. Intermediate Conversational Sign , Intermediate Conversational Sign Language, Madsen, W. J., Gallaudet College Press. Conversational Sign Language II, An Intermediate-Advanced Manual, Madsen, W. J., Gallaudet College Press. Basic Sign Communications, Newell, W. and Holcomb, S., National Association of the Deaf.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

As frequently as possible we will adhere to the regular education sequence. However, flexibility in the sequence needs to be provided because of staffing patterns and student enrollment.

Course Description

The Special Education Sign Language course is established to meet the needs and handicapping conditions of individual students. Students in this special program are unable to successfully pass courses using oral communication techniques as their sole source of input. Skills and techniques in sign language are required to strengthen and enhance the student's learning and understanding of spoken language. This course is designed as an effective way for hearing impaired students to develop English and progress in reading for further growth and pleasure. It will also enhance the student's speech and speech-reading ability through greater knowledge of the English language.

The student's success in mainstreamed classes is directly related to her/his ability to communicate with the interpreter assigned to assist the student.

This course may be taken for credit from one to four years. These same objectives will be expanded as the student's level of proficiency increases.

Course Goals

Students in Special Education Sign Language will effectively use expressive and receptive skills by:

1. demonstrating ability in fingerspelling;.
2. demonstrating knowledge of sign language vocabulary;
3. demonstrating knowledge of word meanings of the signs;
4. demonstrating knowledge of the basic differences between American Sign Language and Signed English;
5. demonstrating proficiency in using Total Communication (a combination of speech and sign);
6. listing the five basic parts of the communication process and how they are related;
7. listing the roles and responsibilities of students, interpreters, and instructors;
8. listing the factors which influence what channels and languages interpreters use in communication;
9. demonstrating good rhythm, flow, and production of signs in connected language;
10. demonstrating ability in using Total Communication in signing songs and in reciting poetry;
11. demonstrating ability in using communication devices for the hearing impaired (TTY, captioning devices, etc.).

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Instructional Objectives

Given instruction in the Special Education Sign Language course, the student will effectively use expressive and receptive skills by:

1. demonstrating ability in fingerspelling;.
2. demonstrating knowledge of sign language vocabulary;
3. demonstrating knowledge of word meanings of the signs;
4. demonstrating knowledge of the basic differences between American Sign Language and Signed English;
5. demonstrating proficiency in using Total Communication (a combination of speech and sign);
6. listing the five basic parts of the communication process and how they are related;
7. listing the roles and responsibilities of students, interpreters, and instructors;
8. listing the factors which influence what channels and languages interpreters use in communication;
9. demonstrating good rhythm, flow, and production of signs in connected language;
10. demonstrating ability in using Total Communication in signing songs and in reciting poetry;
11. demonstrating ability in using communication devices for the hearing impaired (TTY, captioning devices, etc.).

Course Requirement

Class work and homework on a daily assigned basis, quizzes, tests and/or supplemental work.

Evaluation

Quarter grades are based on preparation and participation, daily assignments, quizzes, tests.

Semester grades are based on the two quarter grades and the final exam.

A passing final grade also requires that two of the three component grades be passing if the student has received a grade of no credit or F in either marking period.

Course Overview and Timetable

Unit	Topic	Number of Instructional Days
I	The Course and Method	5 days
II	Visual Training, Gestures, Mime	5 days
III	Pronoun System and Yes/No Questions	10 days
IV	Name and What/Who Questions	10 days
V	Family Relationships	10 days
VI	Terminology in Deaf Education & Signing	5 days
VII	Where and Related Signs	10 days
VIII	When and Related Signs	10 days
IX	Communication Processes of Deaf and Hard of Hearing Persons	10 days
X	Commands and Other Verbs	10 days
APPROXIMATE SEMESTER END	Subtotal	85 days
XI	Mental Processes, Feelings and How Questions	10 days
XII	What Color and Which One	5 days
XIII	Signaling, Telecommunication, and Captioning Devices	10 days
XIV	Weather Phrases and Terminology	10 days
XV	Persons and Things	10 days
XVI	Food Terms	10 days
XVII	Role of Interpreter, Student and Teacher	10 days
XVIII	Songs and Poems Intermittently throughout the Semester	15 days
XIX	Review and Final Exam	5 days
APPROXIMATE YEAR END	Subtotal	85 days
	Total	**170 days**

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Specially Designed Physical Education

Text

None.

Prerequisite

Special education student with placement recommended by an Individualized Educational Planning Committee.

Next Course in Sequence

None. Students are required to take one semester of physical education graduation. However, it is recommended that this course be available every semester and that it could be an option recommended by the Individualized Educational Planning Committee.

Course Description

The Specially Designed Physical Education course is established to meet the needs and handicapping conditions of individual students. Students in the specially designed program are unable to successfully complete the physical education requirement in regular education. The intent of this course is to enhance fundamental motor skills, physical fitness, leisure time, traditional sport skills, and related health practices..

Specially Designed Physical Education is a course designed to maximize the individual potential of each student. This course takes into account the strengths and limitations of each student, and provides adaptations, thus enabling the students to their their full potential..

Course Goals

Students in Specially Designed Physical Education will:

1. be able to operate a combination lock;.
2. be able to change clothes for class activity when required;
3. shower when necessary;
4. improve fundamental motor skills;
5. improve physical fitness;
6. enhance awareness and development of leisure time activities;
7. improve traditional sports skills;
8. improve fundamental knowledge and participation in daily hygiene;
9. improvement fundamental knowledge of personal and water safety practices.

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Suggested Modifications to Accommodate Handicapped Students *

When testing a student classified as handicapped, any of the modifications listed below may be used. The decision as to which ones should be used will be determined by the student's needs.

1. The student may be tested in his/her regular classroom; very few changes can be implemented in this setting without disrupting the rest of the class. Therefore, the more modifications needed, the more likely that the student should be tested in a separate setting.
2. The student may be tested in a resource room, alone, or with other students classified as handicapped who need the same type of administration changes.
3. The student may be tested individually. If he/she needs administrative adaptations this setting would be best. If at all possible, the Examiner should be someone who is familiar with the student.
4. Identifying Information and General Information questions may be gridded by the Examiner in advance.
5. If the student cannot transfer the answer to the answer sheet, he/she may record the answers in the test booklet. (In all cases when the student does not answer on the computer answer sheet, the Examiner will be responsible for entering the student's answers on the answer sheet.)
6. The student may answer the questions orally, if he/she normally uses this response mode to answer test questions in the classroom. (In all cases when the student does not answer on the computer answer sheet, the Examiner will be responsible for entering the student's answers on the answer sheet.)
7. The student may use a communication device (audio or print output) if he/she usually uses the device to communicate in the classroom (an abacus or calculator cannot be used). This should be determined before testing so that necessary devices will be in working order and available. (In all cases when the student does not answer on the computer answer sheet, the Examiner will be responsible for entering the student's answers on the answer sheet.)
8. If a student cannot use a #2 pencil, he/she may use a thicker pencil.
9. Examiners may repeat directions or re-explain examples if not understood.
10. Examiners may reword directions for clarity as long as the rewording does not change the nature or intent of the item.
11. All directions written in the test may be read to the student. Under no circumstances should items, passages, or actual test sections be read to the student.
12. Sessions may be extended beyond suggested time limits. This is a power test, not a speed test. Time segments should be regulated to accommodate the student; giving parts of sections or providing frequent breaks are acceptable procedures. A student should not be penalized because of stringent time limits.
13. Students may use a mask (paper used to cover parts of the test) to block off an item or to mark their place on the test.
14. Students may be given a practice test one or two weeks before actual testing. Practice tests will familiarize the student with test-taking techniques.

Suggested Guidelines for Administering MBS Tests to Auditorily Handicapped Students

A few auditorily handicapped students may be able to take the standard MBS Test in a regular setting and so not require adaptations in testing procedures. Others with more severe problems may need many administration modifications.

In addition to the general modifications listed above, specific adaptations which may be implemented to accommodate auditorily handicapped students are described below. These modifications do not have to be used. The examiner should decide which ones are necessary according to the student's needs.

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* Specific accommodations for handicapped students, as outlined in "The New Jersey Minimum Basic Skills Testing Program: Accommodating Handicapped Pupils" (Johnson, n.d.).

Suggested Modifications to Accommodate Handicapped Students
Page 2

Modifications for Regular Classroom Setting Administration

The modifications used in this section are appropriate for some auditorily handicapped students, especially those who do not have severe problems and are able to take the test in a regular classroom. Very few adjustments can be made in this setting; therefore, if you feel that a student cannot be tested with these minimal modifications, the student should be tested in a different setting, either on a one-to-one basis or with other auditorily handicapped students who will be tested with similar test administration modifications.

If an auditorily handicapped student is tested in a regular setting, the following administration modifications are the only ones which may be implemented.

1. The student may read all dictated instructions. Students may have a typed sheet containing all directions ready by the Examiner. Thus, the student can read directions after or as the Examiner dictates them.
2. The student should be seated in a section of the classroom where he/she will not be distracted. The student should be able to see the Examiner clearly and concentrate on the test items without distraction.
3. All hearing devices normally used by the student (hearing aid) should be checked; batteries should be working. The device should not interfere with test-taking process.
4. The Examiner may signal visually when it is time to stop by flashing lights in the room or giving a hand signal to the student.

Special Setting Modifications for Auditorily Handicapped Students

A special setting can be a resource room or classroom where the student is tested on a one-to-one basis or with other auditorily handicapped students who will be tested using similar test administration modifications. When the auditorily handicapped student is tested in a special setting, all modifications discussed in previous sections plus the adjustments listed below may be used:

1. All directions read by the Examiner may be printed on a sheet or placed on a transparency (overhead transparencies will be in large print). In this manner the student can read everything the teacher dictates. The mode of written directions (transparency or printed sheet) should be determined prior to testing.
2. The Examiner should be familiar with students. A teacher or guidance counselor who knows the students or has taught the students should administer the test.

***

MET ---- IEP ---- CURRICULUM ---- INSTRUCTION (How They Relate)

INSTRUCTIONAL PERSONNEL

↓

Reviews

↓

MET

- Diagnostic Information
- Present Level of Performance
- Primary Areas of Concern

↓

Develops

↓

- Goals & Short-Term Instructional Objectives based on the MET

↓

Reviews

↓

CURRICULUM

- Hierarchy of Skills
- Scope & Sequence
- Student Management System*

↓

Determines

↓

ENABLING OBJECTIVES

- Appropriate for Student
- To meet STIOs and Annual Goals of IEP
- From the Curriculum Hierarchy (If needed objectives are not included in the curriculum, modify the curriculum to contain them!)

↓

Provides

↓

- **Instruction**
- **Evaluation**
- **Documentation of Progress**

↓

Recycle

* NOTE: If a student management system is in use in the district, a teacher reviews the student's progress to assist in selecting enabling objectives.

IEPC Report Form

Student # _ _ _ _ _ _ _ _ _

District # _ _ _ _ _ _ _

Name of District _____

Date of IEPC Meeting ___/___/___

Date of Consent to Eval ___/___/___

Date of Last Eval ___/___/___

SPECIAL EDUCATION INDIVIDUALIZED EDUCATIONAL PLANNING COMMITTEE (IEPC) REPORT

Section I - Student Data , Purpose and Participants

Student Name _____ (Last / First / Middle) Sex ___ Birthdate ___/___/___ Grade ___

Resident District _____ School _____ Operating District _____

Parent/Legal Guardian _____ (Last / Mother / Father) Home Phone _____ Work Phone _____

Address _____ (Number / Street (Apt. No.) / City / State / Zip Code)

Race/Ethnic Status: ☐ White ☐ Black ☐ Native American ☐ Hispanic ☐ Asian

Student's Residence (If other than parent/guardian) _____ Home Phone _____

Native Language of Student as Indicated by Parent _____ Native Language in Home _____

Purpose of IEPC: ☐ Initial IEP ☐ Review ☐ 3 Year Comprehensive Evaluation
☐ Change of Educational Status ☐ Termination of Services ☐ Other (Reason): _____

Name of Committee Members (Signatures Indicate Participation): _____ Resident District Representative

_____ Parent/Legal Guardian

_____ Operating District Representative

_____ Parent/Legal Guardian

_____ Student's Teacher

_____ Student (if appropriate)

_____ Multidisciplinary Evaluation Team Rep.

_____ Other(s)

_____ Student's Regular Education Teacher

Parent(s) or Legal Guardian(s) were contacted by professional personnel from the school district to explain purpose of this meeting.
By: _____ Date: _____

Section II - Eligibility & Determination of Appropriate Programs/Services

Evaluation/Test Procedures and Results (For initial and 3 year evaluation):

- Evaluation Procedure/Test: _____
  Results: _____
- Evaluation Procedure/Test: _____
  Results: _____

This is not a state-mandated form; it is only an example.

Student's Name _____ **Date** ___/___/___ **Student I.D. #** __ __ __ - __ __ - __ __ __

Student's Level of Educational Performance:

Cognitive _____
Affective _____
Psychomotor _____

Based on the evaluation procedures and test results this student is determined to be:

☐ Ineligible for special education programs or services
☐ Eligible for special education programs or services according to the characteristics in (Use 1 for primary impairment; 2 for secondary):
(Refer to the back of this page for the explanation of the following initials)

___R340.1703 SMI	___R340.1704 TMI	___R340.1705 EMI	___R340.1706 EI
___R340.1707 HI	___R340.1708 VI	___R340.1709 POHI	___R340.1710 SLI
___R340.1711 PPI	___R340.1713 SLD	___R340.1714 SXI	___R340.1715 AI

Section III - Annual Goals and Short Term Objectives

All goals and objectives for this student will be reviewed within one year of the date of this IEP.

Area(s) of Instruction: Educational Expectations: Short Term Instructional Objectives:	Present Level of Educational Performance: Annual Goals: Evaluation Procedure, Criteria, and Schedule:
Area(s) of Instruction: Educational Expectations: Short Term Instructional Objectives:	Present Level of Educational Performance: Annual Goals: Evaluation Procedure, Criteria, and Schedule:
Area(s) of Instruction: Educational Expectations: Short Term Instructional Objectives:	Present Level of Educational Performance: Annual Goals: Evaluation Procedure, Criteria, and Schedule:

This is not a state-mandated form; it is only an example.

Student's Name _____ Date ___/___/___ Student I.D. # __ __ __ - __ __ - __ __ __

Section IV - Special Education Programs and Services

Least Restrictive Environment options considered and reason for acceptance or rejection:

PROGRAM OR RELATED SERVICE OPTION	ACCEPT/REJECT	RATIONALE

Based on the above information the IEPC determines the following programs/services to be appropriate to meet the unique needs of this student.

• Categorical Program (Refer to the back of page 2 for the explanation of the following initials)

☐ R340.1738 SMI	☐ R340.1739 TMI	☐ R340.1740 EMI	☐ R340.1741 EI	Is this secondary program departmentalized? ☐ Yes ☐ No
☐ R340.1742 HI	☐ R340.1743 VI	☐ R340.1744 POHI	☐ R340.1747 LD	
☐ R340.1748 SXI	☐ R340.1754 PPI	☐ R340.1756 SLI	☐ R340.1758 AI	

Frequency _____ Anticipated Duration _____

Note: If the above categorical program does not correspond with the student's primary impairment category (see Section II), the IEPC must provide a rationale for the alternative program. The parent/guardian must consent to this alternative program. If the parent/guardian does not consent, the student must be placed in a program that corresponds to his/her primary impairment or the district must initiate due process procedures to determine the appropriate program. Parent consent/signature for alternative program: _____

• Resource Program ☐ R340.1749a ☐ R340.1749b (Departmentalized ☐ Yes ☐ No)

Frequency _____ Anticipated Duration _____

Teacher Endorsement(s)_____ If an appropriate endorsement does not correspond with the student's primary impairment category, teacher consultant services must be considered for the resource teacher. Are these services needed? ☐ Yes ☐ No

• Ancillary and Related Services/Instructional Services (Refer to the back of page 2 for the explanation of the following initials)

R340.1749 TC: ☐ EI ☐ LD ☐ MI ☐ HI ☐ VI ☐ POHI ☐ AI; Frequency: _____ Duration: _____

R340.1701(c):	Frequency	Duration	R340.1701(c):	Frequency	Duration
OT			O&M		
RT			SSW		
AT			SP		
PT			R340.1745SLI		
MT			R340.1746H/HI		
Other			R340.1755PNS		

☐ Special Transportation: _____

Extent to which Student will Participate in Regular Education Programs

_____

_____

Total hours in school day: # _____ Hours in special education: #_____ Hours in regular education: #_____

This committee exercises its option to **recommend** that the above programs/services be delivered at: _____

SES - Version 1.0lp

This is not a state-mandated form; it is only an example.

Eligibility:

SMI - Severely Mentally Impaired
EMI - Educable Mentally Impaired
HI - Hearing Impaired
POHI - Physically and Otherwise Health Impaired
PPI - Preprimary Impaired
AI - Autistic Impaired
TMI - Trainable Mentally Impaired
EI - Emotionally Impaired
VI - Visually Impaired
SXI - Severely Multiply Impaired
SLI - Severely Language Impaired
SLD - Specific Learning Disability

Categorical Program:

SMI - Severely Mentally Impaired
EMI - Educable Mentally Impaired
HI - Hearing Impaired
POHI - Physically and Otherwise Health Impaired
SXI - Severely Multiply Impaired
SLI - Severely Language Impaired
TMI - Trainable Mentally Impaired
EI - Emotionally Impaired
VI - Visually Impaired
LD - Learning Disabled
PPI - Preprimary Impaired
AI - Autistic Impaired

Ancillary and Related Services/Instructional Services:

TC - Teacher Consultant
HI - Hearing Impaired
POHI - Physically and Otherwise Health Impaired
MI - Mentally Impaired
EI - Emotionally Impaired
VI - Visually Impaired
LD - Learning Disabled
AI - Autistic Impaired

This is not a state-mandated form; it is only an example.

Student's Name _____ Date __/__/__ Student I.D. # __ __ __ - __ __ - __ __ __

Section V - Additional Comments

- Physical education was considered: ☐ Yes ☐ No and the following determination was made:
  ☐ Regular Physical Education ☐ Adaptive Physical Education ☐ Requirement Completed
- Course of study is:
  ☐ Regular education curriculum leading to a high school diploma.
  ☐ Special education curriculum (ISD plan approved) leading to a high school diploma that includes physical education, personal adjustment, prevocational and vocational education.
- Prevocational/vocational education was considered: ☐ Yes ☐ No
  Vocational alternative determined to be appropriate: ☐ Regular Vocational Education ☐ Adaptive Vocational Education
  ☐ Special Education Vocational Education ☐ Individualized Vocational Education
  Vocational evaluation has been completed: ☐ Yes ☐ No Date __/__/__
- Any participant in the IEPC who disagrees with the committee's determination may indicate the reasons below or attach a dissenting report. _____

Section V - Additional Comments

- **The Resident District**
- ☐ The resident district does agree with this IEP.
- ☐ The resident district does not agree with this IEP and requests an impartial due process hearing under R340.1724.

Signed_____ Date_____
Superintendent or Designee

- **The Operating District**

Use only when different from Resident District

- ☐ The operating district agrees with this IEP.
- ☐ The operating district does not agree with this IEP and requests an impartial due process hearing under R340.1724.

Signed_____ Date_____

- **The Parent(s) or Guardian**

I (we) have been fully informed of all our rights and procedural safeguards concerning the identification, evaluation, placement and programs and services in the IEP. Those rights include the right to disagree with the IEP and/or the assignment notice when it is received: ☐ Yes ☐ No

- I (we) agree with this IEP.
- I (we) disagree with this IEP and request an impartial due process hearing under R340.1724.

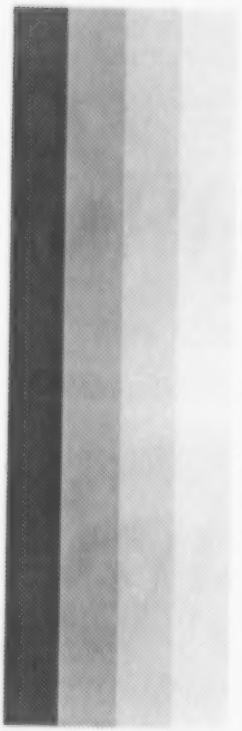
Signed_____ Date_____
Parent/Guardian

Signed_____ Date_____
Parent/Guardian

SES - Version 1.0lp

This is not a state-mandated form; it is only an example.

Appendices



Personal Adjustment Education

Personal Adjustment - S

excerpted from

PARALLEL ALTERNATIVE CURRICULUM for HIGH SCHOOL SPECIAL EDUCATION STUDENTS

Robert Dietker
Livonia Public Schools School District
Livonia, MI

June 1986

OVERVIEW

This course is designed to promote personal adjustment. Instruction will emphasize the development of personal and social skills needed for adult independent living. Major areas of emphasis will be: Understanding of Self; Interpersonal Relationships; and Philosophy of Life.

GOALS AND OBJECTIVES

I. Understanding of Self

A. Increase self-awareness
B. Express feelings appropriately

II. Interpersonal Relationships

A. Improve conversation skills
B. Improve peer/adult relationships
C. Increase understanding of family roles/relationships
D. Increase understanding of dating, marriage and divorce
E. Increase understanding of parenting

III. Philosophy of Life

A. Increasing understanding of values
B. Life planning

OBJECTIVES AND CRITICAL LEARNINGS

I. The student will improve self-concept.

A. The student will increase self-awareness

1. The student will recognize similarities and differences between the physical characteristics of self and others.
2. The student will recognize similarities and differences between the emotional characteristics of self and others.
3. The student will recognize similarities and differences between the intellectual characteristics of self and others.
4. The student will name one's own positive attributes.
5. The student will describe one's own handicap.
6. The student will share positive and negative information/experiences about self.
7. The student will identify factors that contributed to a positive/negative experience.
8. The student will identify alternate strategies which could influence situations.
9. The student will identify realistic goals (personal skills) for self in subject situations.
10. The student will practice new strategies in simulated situations.
11. The student will evaluate the effectiveness of the alternative strategies.

B. The student will increase the ability to express feelings appropriately.

1. The student will recognize one's own feelings when they have been identified.
2. The student will increase knowledge of vocabulary relating to emotions/feelings.
3. The student will recognize verbal expressions of feelings.
4. The student will recognize how feelings are transmitted non-verbally (body language, etc.).
5. The student will identify someone with whom they can express feelings (e.g., family members).
6. The student will express negative feelings appropriately in a simulated situation.
7. The student will express positive feelings appropriately in a simulated situation.
8. The student will identify personal ways that they can appropriately express negative feelings.
9. The student will identify personal ways that they can appropriately express positive feelings.
10. The student will list situations in which negative feelings were experienced.
11. The student will identify factors which contributed to the situation in which positive feelings were experienced.
12. The student will list situation in which negative feelings were experienced.
13. The student will identify factors which contributed to the situation in which negative feelings were experienced.
14. The student will describe strategies to avoid/change negative feeling situations.
15. The student will describe strategies to maximize the occurrence of positive feeling situations.

II. The student will improve interpersonal relationships.

A. The student will improve conversation skills.

1. The student will respond appropriately when addressed by peer/adult.
2. The student will express wants/needs appropriately.
3. The student will engage in conversation with familiar peer.
4. The student will engage in conversation with familiar adult.
5. The student will utilize socially acceptable (peer/adult and formal/informal) greetings, compliments, farewells, etc.
6. The student will exhibit conversational etiquette by allowing others to speak.
7. The student will exhibit conversational etiquette by taking turns during a conversation.
8. The student will exhibit conversational etiquette by excusing one's self if an interruption is necessary.
9. The student will maintain appropriate degree of eye contact when conversing with others.
10. The student will maintain appropriate social distance when conversing with peers/adults.
11. The student will demonstrate effective questioning skills in class discussions.
12. The student will demonstrate effective answering skills in class discussions.
13. The student will respond to and utilize humor appropriately.
14. The student will demonstrate appropriate telephone message giving/taking skills.
15. The student will demonstrate appropriate telephone conversation skills.
16. The student will identify the meanings of various tones used in conversation.
17. The student will respond appropriately to various tones.

B. The student will improve peer/adult relationships.

1. The student will identify reasons for associating with peers.
2. The student will identify reasons for associating with adults.
3. The student will identify reasons for associating with family.
4. The student will recognize reasons for establishing close interpersonal relationships with family members.
5. The student will recognize reasons for the establishment of close interpersonal relationships between two people.
6. The student seeks assistance from peers/adults.
7. The student will provide assistance when asked.
8. The student will follow class rules.
9. The student will follow game rules.
10. The student will work cooperatively with peer/adult.
11. The student will exhibit understanding for others.
13. The student will describe situations in which others have influenced the student.
14. The student will describe situations in which the student has influenced others.
15. The student will accept another's point of view.
16. The student will engage in group problem solving.
17. The student will use appropriate manners.

C. The student will increase understanding of family roles and relationship.

1. The student will identify family members.
2. The student will identify family structures (e.g., single parent).
3. The student will list the rights of each pertinent family member.
4. The student will list the responsibilities of each pertinent family member.
5. The student will list the role of each family member.
6. The student will list the role of a child in the family at subject ages: preschool, elementary, middle school, high school.
7. The student will list the possible or changing roles of family members.
8. The student will identify family roles/responsibilities that can be shared.
9. The student will list ways to share family roles/responsibilities.
10. The student will identify ways each family member can be expected to interact with other family members.
11. The student will list ways that he/she could interact with subject family member.
12. The student will identify appropriate ways of expressing feelings with family members.
13. The student will list his/her parents' expectations for the student's behavior.
14. The student will discuss his/her feeling regarding parental expectations.
15. The student will problem solve with parents re: establishing realistic parental expectations/role responsibilities for the student.
16. The student will problem solve behavior/consequences situations that may occur (home rules).
17. The student will problem solve behavior/consequences situations that have occurred.
18. The student will understand stress and its impact.
19. The student will identify ways to deal with stress.
20. The student will understand abuse/neglect.
21. The student will identify types of abuse.
22. The student will identify reasons leading to abuse.
23. The student will identify procedures to follow for reporting abuse.
24. The student will identify changes that occur to people with aging.
25. The student will name various causes of death.
26. The student will identify feelings associated with death and dying.
27. The student will list ways of expressing emotions associated with death and dying.
28. The student will understand the stages of mourning.

D. The student will increase understanding of dating, marriage and divorce.

1. The student will identify the attributes of a "friend".
2. The student will identify a friend and their attributes.
3. The student will identify their own attributes.
4. The student will list and discuss the kinds of activities friends might do together.
5. The student will compare/contrast family, neighborhood and school friendships.
6. The student will identify ways to meet new people.
7. The student will identify ways to ask for, accept, and/or refuse a date.
8. The student will identify attributes they would look for in a date.
9. The student will identify attributes they would look for in their son/daughter's date.
10. The student will identify feelings evoked in asking for and/or rejecting dates.

11. The student will describe differencce between friendship and romantic relationship.
12. The student will describe differencce between love and infatuation.
13. The student will identify own personal attributes which would effect a relationship.
14. The student will identify personal d responsibilities involved in a "love" relationship.
15. The student will identify socially a acceptable ways of expressing feelings in a relationship.
16. The student will identify factors to o consider prior to becoming engaged.
17. The student will list responsibilitieies relating to engagement.
18. The student will list state requirements for marriage.
19. The student will identify responsibibilities relating to marriage.
20. The student will name sources of cuconflict in a marriage.
21. The student will list possible solutidions to specific source of conflict.
22. The student will identify sources obf assistance for solving marital conflict.
23. The student will identify emotionalal/financial concerns associated with divorce.
24. The student will list legal aspects obf divorce.

E. The student will increase understatanding of parenting.

1. The student will list roles and respoonsibilities of parenting.
2. The student will discuss personal attributes re: the responsibilities of parenting.

III. Philosophy of life.

A. The student will increase understatanding of one's own values.

1. The student will list their personal vaalues.
2. The student will prioritize their valuues.
3. The student will list beliefs that accuurately reflect their values.
4. The student will discuss/clarify theirir values.
5. The student will identify ways to buddget time and energy to meet their values.
6. The student will discuss their values s and their personal reasons for holding that value.
7. The student will discuss the values obf others.
8. The student will seek additional information when their value is in conflict with experiences, observations or societal values.
9. The student will alter their values baased upon their new information.
10. The student will discuss the importannce of values.

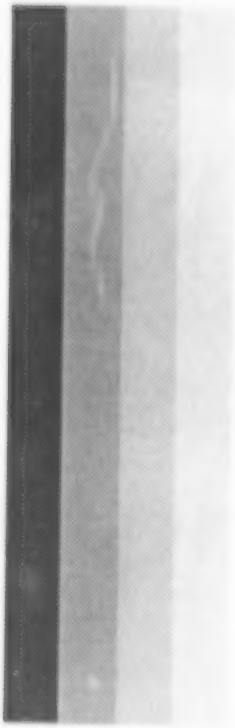
B. The student will increase understannding of the need for life planning.

1. The student will discuss possible vocaational choices.
2. The student will discuss avocational c choices.

3. The student will discuss the relationship between their values and vocational choices.
4. The student will problem solve when disparities exist between vocational/avocational choices and their values.
5. The student will problem solve when disparities exist between vocational/avocational choices and their personal attributes.

****

Appendices



Prevocational Education

Generic Prevocational Task List

The following task list was excerpted from "Recommended Prevocational Competencies" published by Special Education Service of the Michigan Department of Education.

Mathematics

Count at various levels using appropriate methods to demonstrate mastery of counting skills

Sequence information using appropriate method to demonstrate understanding of numerical order.

Identify days of the week and months of the year using appropriate materials to demonstrate an understanding of the calendar.

Perform basic mathematic computations with whole numbers using addition, subtraction, multiplication and division skills to determine answers to whole, double digit number problems.

Perform basic mathematic computations with decimal numbers using addition, subtraction, multiplication and division skills to determine answers.

Identify the value of coins and currency using appropriate materials to demonstrate understanding of money.

Read a themometer or themostat using appropriate materials to determine temperature or temperature setting.

Perform basic mathematic computations with fractions using addition, subtraction, multiplication and division to determine answers.

Demonstrate the ability to tell time using appropriate materials to time a task, event or action.

Solve ratio and proportion problems using appropriate methods to demonstrate understanding of proportion and ratio.

Identify common mathematical symbols using appropriate materials to demonstrate the use of mathematic symbols.

Substitute numerical values using appropriate methods to determine values for letters, words, symbols and groups of words.

Measure weight, volume, distance and area using English and Metric Systems to demonstrate understanding of measure.

Reading and Writing

Write legibly using appropriate methods to demonstrate communication skills.

Sequence information using appropriate methods to demonstrate understanding of the alphabet and sequencing of letters.

Write name, address, telephone number, social security number and the names of schools attended, using appropriate writing materials, in order to demonstrate knowledge necessary for job finding (in preparation for preparing resumes and applications).

Use correct English skills (punctuation, grammar, spelling and capitalization) to communicate legibly written information.

Take notes from written and oral instruction using appropriate materials to retain main points and information.

Memorize new terms and concepts using appropriate materials to demonstrate ability to retain new information.

Follow written and oral directions using appropriate methods to demonstrate understanding of directions.

Answer oral and written questions using appropriate methods to demonstration skills in question answering.

Summarize reading material using appropriate methods to demonstrate comprehension of the materials read.

Demonstrate reading comprehension using appropriate materials to show who, what, where, when, why and how of the materials read.

Tools, Equipment, Materials and Processes

Identify and describe general tools using appropriate materials to demonsrate an understanding of usage and safety.

Demonstrate the ability to dial and/or key in a set of numbers on a telephone using appropriate methods to assure correct placement of a telephone call.

Estimate the materials and supplies using appropriate materials to perform a given task.

Safety

Read and understand basic safety procedures using appropriate materials to demonstrate basic safety understanding.

Identify safety signs using appropriate methods to demonstrate understanding and awareness of the signs.

Identify unfamiliar smells/odors using appropriate methods to determine potentially unsafe conditions.

Identify unfamiliar sounds using appropriate methods to determine potential unsafe conditions.

Demonstrate knowledge and ability to evacuate a building in an emergency using appropriate exists (routes) to reach an area of safety.

Explain the terms OSHA and MIOSHA using appropriate materials to demonstrate understanding of agency.

Personal/Social

Demonstrate the ability to differentiate between rights side/left side, front and back using appropriate methods to demonstrate location.

Identify and distinguish the proper way to answer and use the telephone using appropriate methods to assure correct use of the telephone.

Demonsrate good work habits.

Wear appropriate apparel using clothes or uniforms to fit social/work situation.

Demonstrate personal hygiene and grooming skills using appropriate methods to maintain a clean, healthful and properly dressed student.

List personal assets and limitations using appropriate materials to identify own limitations.

Demonstrate ability to accept criticism/praise using appropriate methods to show positive responses to feedback.

Demonstrate ability to understand feelings using appropriate methods to cope successfully with these feelings.

Cope with stress using appropriate methods to maintain a healthy attitude.

Arrive to class on time using appropriate methods to demonstrate punctuality and a good work attitude.

Demonstrate the responsibilities related to respect for property using appropriate methods to show concern for others' property.

Arrive at class prepared with appropriate materials to complete tasks as required.

Explain importance of completing a task in sequence using appropriate materials to outline task for completion.

Demonstrate self-determination using appropriate methods by completing an uninteresting or difficult task.

Demonstrate awareness of positive/negative behaviors using appropriate methods to identify behaviors which affect goals in a negative way.

Demonstrate team effort using appropriate methods to complete task as a team.

Demonstrate ability to sustain routine work unsupervised using appropriate methods to complete task as required.

Fill out warranty card using appropriate materials to validate warranty on new equipment.

Communicate ideas using appropriate methods to express ideas.

Demonstrate the ability to work in a group using appropriate methods to complete a task in a group setting.

Familiarity with a Broad Range of Occupations

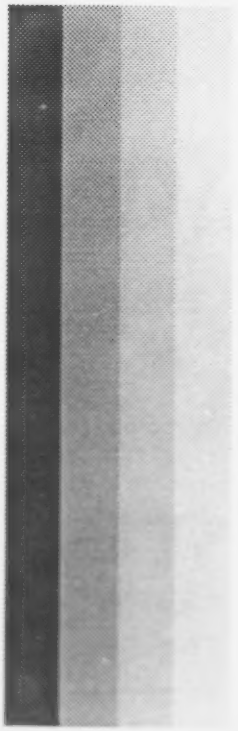
Develop a long-term career plan.

Identify and explore three program selections from a list of common occupations.

Explore clusters of occupations using appropriate materials to align the student's interests and abilities so the student can evaluate closely related occupations.

****

Appendices



Vocational Education

INDIVIDUALIZED VOCATIONAL TRAINING (IVT)

The assigned special education staff person is responsible for writing a training agreement with parent and/or student, and community trainer which must include:

1. Individualized goals and objectives based on vocational education minimum suggested competencies in the selected training area;
2. Identification of the number of hours of training;
3. Determination of the amount of credit the student is to receive;
4. Making arrangements for the placement of the student in the community based vocational education program;
5. Development of an evaluation system to determine if the goals and objectives have been met.

All six of the following criteria established by the U.S. Department of Labor must apply:

1. The training, even though it includes actual operation of facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainee or student;
3. The trainee or student does not displace a regular employee, but works under his/her close supervision;
4. The employer that provides the training derives no immedication (sic) advantage from the activities of the trainees or students, and on occasion her/his operation may actually be impeded;
5. The trainees or studens are not necessarily entitled to a job at the conclusion of the training period; anl
6. The employer and the rainees or students understand that the trainee or student is not entitled to a wage for the time spent in the training.

***

Work Training Agreement *

☐ Work-study (Paid employment following training) ☐ Work Experience ☐ Individualized Vocational Training

Student: _____

Street: _____

City: _____

Zip Code: _____ Phone: _____

Social Security No.: _____

Driver's License No.: _____

School: _____ Grade: _____

Birthdate: _____

STUDENT'S RESPONSIBILITY:

1. The student will notify the school and the employer if it is necessary to be absent or tardy from school or work.
2. The student is responsible for turning in time sheets.
3. The student will abide by the rules, regulations and policies of the employer and the school.
4. The student will perform the assignments of his/her job and the school program.
5. If a work-study assignment is canceled through the student's fault, no credit will be given.

RELATED INSTRUCTION:

The student will complete (or has completed) the following preparation in school:

SCHOOL OBJECTIVES:

Additional relevant objectives, as prescribed by the attached IEP. ☐

SCHOOL'S RESPONSIBILITY:

1. The granting of credit is based on the student's performance of duties as determined by employer's report; the regular and prompt attendance at both school and work; and upon completion of related classes and objectives.
2. The coordinator will arrange for in-school related instruction, consultation and advisory service to student and employer.

Employer: _____
(Name of Business)

Street: _____

City: _____ Phone: _____

Occupational Title: _____

Supervisor: _____

Date Employment Begins: _____

Federal Hazard Occupation Deviation? ___ Yes ___ No

Worker's Compensation? ___ Yes ___ No

Underwriter: _____
(Carrier)

Liability Insurance? ___ Yes ___ No

Underwriter: _____
(Carrier)

Expected Completion Date: _____

TIME From: _____ To: _____

Hours of Work Per Week: _____

Rate of Pay: _____

EMPLOYER'S RESPONSIBILITY:

1. The employment of the student shall conform to all federal, state and local laws and regulations, including nondiscrimination against any race, color, or national origin.
2. The employer or supervisor shall evaluate the attitude and ability displayed by the student on the job so that the coordinator maybe able to encourage, adjust or correct any matter that will tend to improve the student's performance.
3. The employer shall notify the coordinator of any violations committed by the student, and shall contact the coordinator before the student is removed from his/her job.
4. The employer or supervisor shall train the student on the jobs indicated on this training agreement.
5. The employer will provide the proper safety equipment required by the student and will abide by all federal, state and local safety regulations.
6. The student, under 18, shall work no more than 48 hours per week, including school.

WORK ACTIVITIES:

Eye protective devices must be worn by the Student. ☐

THIS TRAINING PROGRAM SHALL NOT BE INTERRUPTED WITHOUT PRIOR CONSULTATION BETWEEN THE STUDENT, EMPLOYER AND COORDINATOR

APPROVAL:

Student: _____ Date: _____

Parent: _____ Date: _____

Coordinator: _____ Date: _____

Employer: _____ Date: _____

WHITE: Coordinator CANARY: Employer PINK: Parents GOLD: Student File

* Bloomfield Hill Public Schools

This is not a state-mandated form; it is only an example.

SUMMARY OF VOCATIONAL EDUCATION ALTERNATIVES FOR HANDICAPPED STUDENTS

	Course of Study		Teacher Certification	
	Regular Education Curriculum	Special Education Curriculum	Vocational Education	Special Education
Regular Vocational Education	✔		✔	
Adapted Vocational Education	✔	✔*	✔	
Contracted Services Less-Than-Class-Size	✔	✔	✔**	✔
Special Education/Vocational Education		✔		✔
Individualized Vocational Training	✔	✔		✔

* For local education agencies receiving Carl Perkins monies. Documentation to verify special needs student eligibility must be provided by special education.

** Instruction is through annual authorization provided through Vocational-Technical Education Services, Michigan Department of Education.

Contracted Services Less-Than-Class-Size *

The vocational education activities will be in conjunction with the predetermined goals, objectives, tasks and curriculum developed by the participating education agency, contractor and Vocational Technical Education Service. Public educational agencies wishing to contract with business, industry or private schools should:

1. Determine student's interest in the program area and the employment opportunities available upon completion of the program.
2. Determine program CIP (Classification of Instructional Program) code(s) and job title(s) for which student will be trained.
3. Conduct an on-site review of the training facility, tools, equipment, and safety provisions.
4. Contact the Career Educational Planning District (CEPD) or V-TES to communicate intent and to seek assistance.
5. Appoint an advisory committee, if one does not exist, of interested administrators, vocational teachers, representatives of business and industry, students, and parents to determine program need and the feasibility of contracting.
6. Determine the cost of the program. [If feasible to contract, draw up a contractual agreement according to the guidelines described in Section VI.]

All six of the following criteria established by the U.S. Department of Labor must apply:

1. The training, even though it includes actual operation of facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainee or student;
3. The trainee or student do not displace regular employees, but work under their close supervision;
4. The employer that provides the training derives no immediat advantage from the activities of the trainees or students, and on occasion his operation may actually be impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainee or students understand that the trainees or student is not entitled to a wage for the time spent in training.

---

* Pages 169 - 176. Administrative Guide for Vocational-Technical Education in Michigan 1987. Michigan Department of Education, Vocational-Technical Education Services.

Service Description

Michigan Rehabilitation Services

Michigan Rehabilitation Services (MRS) provides services as outlined on the client's Individualized Written Rehabilitation Program (I.W.R.P.). Services may include consultation regarding placement and/or training *site modification; unusual medical expenses; occupational tools; and disability-related personal equipment such as wheelchairs and prosthetic devices. Such services must relate to the client's employment goal and must be outside the school's responsibility for vocational training and ancillary/support services. This resource should be explored when a critical need exists and no other resource is available to meet the need.*

***

VEP (Vocational Education Plan) Form *

School District_____

Special Education - Vocational Education - Rehabilitation

SPECIAL EDUCATION DEPARTMENT Date_____

Student Name_____ Grade_____ Student Home School_____

Date of Birth_____ Social Security #_____ Special Ed. Contact Person_____ Phone_____

Disability_____ Vocational Course_____ Date_____ Teacher_____ Phone_____

Health Problems_____ Medication_____ Alternative Voc. Course_____ Date_____ Teacher_____ Phone_____

CODE: Very Good +
Average 0
Poor -

I. VOCATIONAL ASSESSMENT

1. PHYSICAL QUALITIES
___Strength ___Dexterity
___Mobility ___Endurance
___Coordination ___Speed

2. PERSONAL ADJUSTMENT
A. Personal Care
___Grooming ___General Health
___Personal Hygiene ___Sensory Aides
Comments:_____

B. Attitude/Behaviors
___Respect ___Appropriate Behavior
___Cooperation ___Dependability
Comments:_____

C. Social Skills
___Communication Skills ___Adaptability
___Interaction w/Staff ___Interaction w/Peers
___Acceptance of Criticism
Comments:_____

3. GENERAL INFORMATION
___Attendance ___Work Accomplished
___Punctuality ___Accuracy of Work
___Initiative ___Independent Functioning
Comments:_____

4. MATH (Use Code)

	ADD	SUB	MULT	DIV
• Whole Numbers				
• Fractions				
• Mixed Numbers				
• Decimals				

5. VOCATIONAL EDUCATION RELATED MATH
___Word Problem ___Time
___Money ___Measurement
Comments:_____

6. READING LEVEL
___Recognition ___Comprehension
Type of Assessment:_____
Comments:_____

7. RELATED PREVOC EDUCATION INSTRUCTION ( )

	Exposure	Knowledge
Vocabulary		
Safety		
Tools/Equipment		
Employability		

8. VOCATIONAL EVALUATION
Type:_____
Results:_____

9. VOCATIONAL EXPLORATION

Career Interest	Aspiration	Cluster Choices

Comments:_____

10. VOCATIONAL TRAINING OPTIONS
___Regular Vocational Training
___Adapted Voc Training (Adapted Regular Curriculum)
___Special Education Vocational Training
___Individualized Vocational Training
Comments:_____

III. VOCATIONAL INSTRUCTION

VOCATIONAL PROGRAM COMPETENCIES MUST ACCOMPANY THIS FORM.
V.E. & S.E. CHECK PROGRAM COMPETENCIES THAT ARE APPROPRIATE FOR STUDENT
* Staple Here *

SUPPORT PROVIDED IN VOCATIONAL PROGRAM:

Type	Date

II. ENROLLMENT

	Types/Comments	Staff	Date
1. Prevocational Course			
2. Previous Vocational Placement			
3. Career Counseling			
4. Interview			
5. Internship			
6. Vocational Instructor Conference/Contact			
Adapted Curriculum Discussed ( )			
7. Alternative Vocational Course			
Vocational Instructor Conference/Contact			
Adapted Curriculum Discussed ( )			

8. Suggested Voc Related Support by Home School:
Tutoring__Math__Reading__Couns___
Support Provided: T/C___Class___
Comments:_____

9. Suggested Support in Voc Program:
_____
_____
_____
_____

IV. REHABILITATION/JOB PLACEMENT

1. School Job Placement Contact (Name)_____
_____
2. M.R.S. Referral (Date)_____Accepted_____
3. On Job Training (Date)_____Placement_____
4. Work Experience (Date)_____Placement_____
5. Co-op (Date)_____Placement_____
6. (Suggested) Post-school Placement_____
_____
_____
_____

* Lansing School District. Used with permission.

This is not a state-mandated form; it is only an example.

Application, Reportingg, and Reimbursement Procedures for Secondary Vocational Educatiion Programs for Persons with Special Needs *

(1986-87)

Michigan SState Board of Education
Statement of Assuranace of Compliance with Federal Law

The Michigan State Board of Educaation complies with all Federal laws and regulations prohibiting discrimination and with all requirements and rregulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that t no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap› shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjectted to discrimination in any program or activity for which it is responsible or for which it receives financial aassistance from the U. S. Department of Education.

Carl Perkkins Vocational Education Act
Public Law 98-524

CRITERIA FOR IDENTIFICATION OF SPECIAL NEEDS STUDENTS

The basic overriding criterion for the iidentification of a person for participating in a vocational education program for disadvantaged, handicapped, and/or persons of limited English proficiency is inability to succeed in the regular vocational education program without special assistance or service.

Handicapped

Handicapped students to be served must be enrolled in a Special Education program leading to a high school diploma and must have an individualized educational plan described by an IEPC.

Documentation to Verify Special Needs Student Eligibility

It should be emphasized that in all cases related to the above, the secondary local educational agency must be prepared to document for audit purpose the evidence for the selection of each student in a special needs program. In each case, there must be evidence to substantiate the conclusion that if placed in a regular program,a the student could not be expected to succeed without special assistance or service.

REQUIRED COMPONENTS OF ALL SPECIAL NEEDS PROGRAMS

Each local educational agency that receives an allocation of special needs funds shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education

* Michigan Department of Education, Vcational-Technical Education Services

programs are first generally available in the State, but in no case later than the beginning of the ninth grade.

Each local educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program —

(a) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational educational program;

(b) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established;

(c) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(d) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

For accurate and up-to-date information on guidelines concerning the operation of special needs projects, contact your local vocational education direcotr and/or CEPD coordinator.

***

IVT ELIGIBILITY CONSIDERATIONS

Student Name_____ School District_____

1. Is the student enrolled in a constituent school district currently approved to graduate students under special education curriculum?

___Yes ___No

2. Is the student currently certified by an IEPC as eligible to receive special education services?

___Yes ___No

3. Has the student completed:

   a. Prevocational requirements (including vocational assessment)?

___Yes ___No

   If yes, is there a written report available?

___Yes ___No

   b. Personal adjustment requirements?

___Yes ___No

4. Below, please provide documentation that the following training options have been exhausted prior to this request for IVT consideration:

   a. Regular vocational education_____

   _____

   b. Adapted vocational education_____

   _____

   c. Special education/vocational education_____

   _____

5. Has the student been referred to Michigan Rehabilitation Services?

___Yes ___No

   If yes, has the student been certified as eligible for MRS services?

___Yes ___No

6. Does the student have some form of non-school transportation (public, private, carpool) as an option if needed to reach a training site?

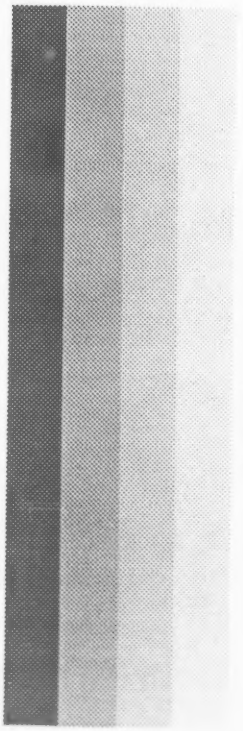
___Yes ___No

   If yes, please specify_____

   _____

7. Please provide documentation as to the present performance levels of work habits and attitudes.

Appendices



Vocational Evaluation

Vocational Evaluation Tests

The following list of tests is not all inclusive. These are only suggestions and the user may find new or more appropriate instruments, depending on the individual needs of the student to be tested. A review or critique of most of the tests may be found in the references listed at the end of this chapter. For further information regarding the implementation of vocational evaluation services, contact your Local or Intermediate School District's special education director.

When selecting tests to be administered to special populations, several factors should be taken into consideration:

1. If paper/pencil tests are used, determine the reading level of the test to be sure that it is compatible with the reading level of the student.
2. The length of time for each testing session should not exceed the student's capacity for sustained concentration/attention.
3. Consideration should be given to a large group, small group or one-on-one testing, depending on the student's ability to perform in group situations.
4. If the student has low academic skills, the testing mode should include performance, or hands-on, experiences in addition to paper/pencil tests. Observation of behavior should also be included.
5. Accommodations should be made for physical, visual, or hearing impairments. These could include taped or verbal instructions, extra time, elimination of certain subtests, etc.
6. If the student is severely or multiply impaired, he/she may need to be referred to a trained vocational evaluator for a comprehensive vocational assessment. Test selection, administration, and interpretation should be done by qualified personnel trained in the use of the test instruments.

LEVEL I

1. Intelligence tests (individual or group)

California Test of Mental Maturity
Haptic Intelligence Scale for the Adult Blind
Ohwaki-Kohs Block Tactile Design Intelligence Test for the Blind
Raven Progressive Matrices
Slosson Intelligence Test
Stanford-Benet Intelligence Scale Form L-M
Weschler Adult Intelligence Scale (WAIS)
Weschler Intelligence Scale for Children-Revised
Wide Range Intelligence and Personality Test (WRIPT)

2. Academic achievement

Adult Basic Learning Examination (ABLE)
Basic Achievement Skills Inventory Screener
Brigance Comprehensive Inventory of Basic Skills
Brigance Inventory of Essential Skills
California Achievement Tests/C & D (CAT)
**Comprehensive Tests of Basic Skills/U & V (CTBS)
**Comprehensive Tests of Basic Skills/S & T (CTBS)
**Gates MacGinitie Reading Tests, 2nd ED/1, 2 & 3
**Individual Criterion-Referenced Tests/A (ICRT)
**Iowa Test of Basic Skills/Forms 7 & 8 (ITBS)
**Iowa Test of Basic Skills/Forms 5 & 6 (ITBS)
**Key Math Diagnostic Arithmetic
**Metropolitan Achievements/J & K (MAT)
**Nelson Reading Skills Test/3 & 4
**Peabody Picture Vocabulary Test (PPVT)
**SRA Achievement Series/E & F
**Sequential Tests of Educational Progress III/X & Y (STEP)
**Shaw-Hiele Math Test
**Stanford Achievement Test, Seventh Edition (SAT)
**Stanford Achievement Test/A & B (SAT)
**Stanford Diagnostic Reading Test/A &B
**Test of Academic Skills (TASK)
Wide Range Achievement Test (WRAT)
Woodcock-Johnson Psycho-Educational Battery
Woodcock-Johnson Reading Mastery Tests
Woodcock-Johnson Reading Inventory

---

* **Adapted with permission from Thomas M. Kennedy, St. Clair ISD, P.O. Box 5001, Port Huron, MI 48061-5001.**

** **These Tests meet the English, reading and math criteria for the evaluation of state and federal categorical programs.**

LEVEL II

1. Interest inventories

Gordon Occupational Check List
Harrington O'Shea Career Decision Making
Interest Determination Exploration and Assessment System (IDEAS)
Michigan Occupational Information System (MOIS)
Ohio Vocational Interest Inventory
Picture Interest Exploration Survey (PIES)
PRG Interest Inventory for the Blind
Reading Free Vocational Interest Inventory
Singer Picture Interest Screeing System
United States Employment Service (USES) Interest Inventory
Vocational Educational/Special Education Project II (VESEP II)
Wide Range Interest and Opinion Test(WRIOT)

2. Ability/aptitude measures **

Apticom
Armed Services Vocational Aptitude Battery
Basic Scale of Vocational Competence (see Appendix D)
Bennett Mechanical Comprehension Test Forms S and T
Career Ability Placement Survey
Career Evaluation System (short form)
Differential Aptitude Test/with Career Planning Questionnaire
General Aptitude Test Battery (GATB)
Hester Mobile Vocational Evaluation (MVE)
Industrial Reading Test
MESA Short Form
Minnesota Clerical Test
Minnesota Paper Form Board Test
Nonverbal Aptitude Test Battery (NATB)
SRA Arithmetic Test
SRA Reading Test
SRA Test of Mechanical Concepts
Talent Assessment Program (TAP)

3. Dexterity skills and aptitudes

Bruininks-Oseretsky Test of Motor Proficiency
Crawford Small Parts Dexterity Test
Hand-Tool Dexterity (Bennett)
Minnesota Rate of Manipulation Test
Minnesota Spatial Relations Test
Pennsylvania Bi-Manual Work Sample
Purdue Pegboard
Stromberg Dexterity Test

4. Behavior Evaluation

AAMD Adaptive Behavior Scale
Adaptive Behavior Evaluation Scale (ABES)
Behavior Evaluation Scale
Behavior Rating Scale (McCarron-Dial)
Functional Assessment Inventory (MDC-Stout)
Observational/Emotional Inventory (McCarron-Dial)
Work Behavior Observation Folder (EBSCO)

5. Social Awareness

Social and Prevocational Information Battery
Street Survival Skills Questionnaire (SSSQ) (McCarron-Dial)
Test of Everyday Living Skills (TEL)

6. Miscellaneous

Farnsworth Dichotomous Test for Color Blindness
Standard Pseudoisochromatic Plates
Personnel Tests for Industry - Oral Directions Test

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** **See Portable/Short Form Level III for additional aptitude tests which might be used at this level.**

LEVEL III

Multi-dimensional Vocational Evaluation Systems (Work Samples)

There are two formats of work sample evaluation: 1) The short form, or portable, kits which may be transported from setting to setting; they can usually be completed in one-and-a-half to three hours. 2) Comprehensive evaluation center, or long, form. Students come to the evaluation center for work sample evaluation and/or situational assessment. A comprehensive evaluation may take from two days to two weeks, depending on the severity of the handicapping characteristic. Examples of both kinds of work samples are listed here.

1. Portable/short form**

Apticom

Career Evaluation System (Short Form)

Microcomputer Evaluation and Screening Assessment (MESA Short Form)

Talent Assessment Program (TAP)

2. Center oriented/long form

Career Evaluation System (Long Form)
Jewish Employment and Vocational Service Work Sample System (JEVS)
McCarron-Dial Systems
Microcomputer Evaluation and Screening Assessment (MESA Long Form)
Micro-Tower System

Singer Vocational Evaluation System
System for Assessment and Group Evaluation (SAGE)
Valpar Work Sample
Vocational Information and Evaluation System (VIEWS)
Vocational Interest, Temperament and Aptitude System (VITAS)

3. Contracted services

If the LEA, State Agency, or Private Facility does not provide the services of a comprehensive vocational evaluation center, or if more extensive vocational evaluation services are required, these services may be contracted for with a Rehabilitation Facility, i.e., Goodwill Industries, New Horizons, Jewish Vocational Services, State Training Institute and Rehabilitation Center (STIRC), etc., or with an independent certified vocational evaluator.

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** **Portable/Short Form may also be used at Level II.**

Student Interview Format

Attitude toward Handicap

1. Do you have any sort of handicap?
2. Are you in a special education program? Which one? Why?
3. How do you feel about being in this program?
4. How do your family and friends feel about it?

Interests and Activities

1. What do you do with your leisure time? Sports? Hobbies? Church? etc.
2. Do you have any jobs at home? What?
3. What job do you think you would like to do and be good at?
4. What job(s) do you really think you would not like? Why?

Occupational and Career Awareness

1. Name as many different kinds of jobs as you can (up to 15).
2. Name three kinds of jobs in a supermarket.
3. What are some ways to find out about job openings?
4. What do employers look for when they hire someone?
5. Why do people get fired from jobs?
6. What would an employer especially like about you? Not like?
7. What should you do if you are going to be late or absent from work?

Work and Classroom Preferences

1. Which teachers do you like best? Why? Which least? Why?
2. Do you like to work by yourself or would you rather work with a group?
3. On a job, would you rather sit most of the time or move around a lot?
4. Would you rather work outside or inside, or both?
5. How would you feel about working where it is cold? Hot? Wet? Where there are dangerous things about you?
6. What kinds of people do you not like to work with?

Educational Interests

1. What courses would you like to take? Which do you not want to take?
2. Would you like to enroll in vocational training now, or later? What kind of training would you like?
3. Of all the school courses you have taken, which one(s) were the best? Why?
4. What plans do you have for yourself after high school?

Functional Skills

1. If you lived by yourself and had a job, what are some of the things you would have to spend your money on each month?
2. How much does it cost for groceries for two people each week if you cook at home?
3. Can you use a telephone? How do you dial emergency?
4. If you had a job, how would you get to work? Can you drive?
5. Do you go shopping by yourself? What do you buy?

Family

1. How do your folks feel about your working?
2. Do they trust you?
3. What do you like best about your home life?
4. Is there anything in your home life that might cause difficulties?

Student Interview

Name		Birthdate
School	Age	Eligibility
Parent/Guardian		Phone
Address		

Attitudes Toward Handicap

Interests/Activities

Occupational/Career Awareness

Work and Classroom Preferences

Educational Skills

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Student Interview (cont'd)

Functional Skills

Family

Additional Comments

Completed by

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Teacher Interview Format

Cognitive domain includes, but is not limited to:

1. General learning ability.
2. Follows directions (all types).
3. Profits from experience or repetition.
4. Retains instructions or concepts..
5. Problem solving ability (logic).

Affective domain includes, but is not limited to:

1. Emotional stamina (coping skills).
2. Interpersonal relationships (peer and authority).
3. Self-confidence (esteem).
4. General attitude.
5. Temperament.

Work behavior includes, but is not limited to:

1. Motivation/initiative.
2. Organization (plans work).
3. Attention span/concentration.
4. Appropriate conduct.
5. Persistence.

Learning style includes, but is not limited to:

1. Visual learner/demonstration.
2. Auditory learner.
3. Individual or group learner.
4. Hands-on/by experience.
5. Paper/pencil.

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Teacher Interview

Teacher Name	
Student Name	School
Class/Program	Contact/Day Hours
Cognitive Domain	
Affective Domain	
Work Behavior	
Learning Style	
Additional Comments	
	Completed By

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Parent Interview Format

Awareness of Son/Daughter's Handicap

1. Deny it?
2. Ignore it/indifferent?
3. Realistic attitude?
4. Hypersensitive/over-protective?

Family

1. Are you able to have meaningful talks about future vocational plans?
2. Does your son/daughter take your advice?
3. Does your son/daughter trust your insight?
4. Are you the strongest influence in your child's life?
5. Does your son/daughter respect your opinion?
6. Now that your child is reaching adulthood, how are things going, regarding your everyday relationship?

Functional Skills

1. If necessary, could your son/daughter live on his/her own?
2. What household chores can s/he perform well?
3. Does your son/daughter shop for him/herself for food, clothing, gifts, magazines, etc.?
4. Can your child use a telephone, read, and order from a menu or use public transportation??

Educational Aspirations

1. What kind of high school program wouldyou like your child to take?
2. What kind of skills would you like your son/daughtera to learn in school (math, reading, mechanical, independence, etc.)?
3. What area of your son/daughter's education needs the most improvement?
4. What changes would you like to see in your child's current course of instruction?

Vocational Aspirations

1. What do you see your child doing after high school?

    a. College/junior college?
    b. Military?
    c. Trade school?
    d. Skilled employment?
    e. Semiskilled employment?
    f. Other?

2. List three jobs at which you think your son/daughter could succeed and which s/he would also enjoy.

Overall Expectations

1. High?
2. Low?
3. Indifferent?
4. Unrealistic?
5. Realistic?

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Parent Interview

Parent/Guardian	Student's Name
Address	Phone Number
Siblings (age)	
Awareness of Son/Daughter's Handicap	
Family	
Functional Skills	
Educational Aspirations	
Vocational Aspirations	

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Parent Interview (cont'd)

Overall Expectations

Additional Comments

	Completed by

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VOCATIONAL ASSESSMENT REPORT

❑ Level I ❑ Level II

LEVEL I

I. Identifying Data

Name:_____ School:_____ Grade:_____
Address:_____ Phone:_____ CA:_____
Referred by:_____ Assessed by:_____

II. Referral Question

_____
_____
_____

III. Educational Records (vocationally significant)
Transcript

Related Courses	Grade	Teacher

Achievement/Aptitude Testing

Test/Subtest	Score	Below Average	Average	Above Average

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Michigan Educational Assessment Program

Reading Objectives _____ out of _____ Grade Level _____

Skill Areas

Strongest _____

Weakest _____

Mathematical Objectives _____ out of _____ Grade Level _____

Skill Areas

Strongest _____

Weakest _____

Significant Medical Information _____

Significant Social History Information _____

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IV. SPECIAL EDUCATION DATA (vocationally significant)

Grade Level	**Reading**	Date

Grade Level	**Math**	Date

Verbal IQ	Performance IQ	**WISC-R**	Full Scale IQ	Date

Significant Subtest Information

Significant Active Information

Other Test Results

Apparent Strengths (IEP)

Apparent Weaknesses (IEP)

Short Term Objectives (IEP)

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V. INTERVIEW DATA (synopsis of significant information)

Student

Parent

Teacher

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V. INTERVIEW DATA (synopsis of significant information)
Conclusions/Assessment Questions

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LEVEL II

Assessed by:_____ Date:_____

I. Interests

Measured

Highest	Lowest

Instrument	Date	Valid
Expressed		
Manifest		

II. Aptitudes

Cognitive Development	1 Low	2	3	4 High	Not Assessed
Reasoning					
Numerical					
Language					
Mechanical					

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II. Aptitudes (cont'd)

Perceptual/Motor Ability	Seriously Deficient	Deficient	Acceptable	Very Good	Not Assessed
Spatial Relations					
Form Perception					
Clerical Perception					
Motor Coordination					
Finger Dexterity					
Manual Dexterity					

III. Work Behaviors	Much Improvement Needed	Some Improvement Needed	Acceptable	Very Good	Not Assessed
Motivation					
Grooming/ Hygiene					
Temperament					
Relationship with Co-workers					
Relationship with Authority					
Relationship with Self					
Relationship with Work Environment					

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IV. Physical Capacity Strength (maximum lift):_____pounds	Seriously Deficient	Deficient	Acceptable	Very Good	Not Assessed
Climb and Balance					
Stoop, Kneel, Crouch, Crawl					
Reach, Handle, Finger, Feel					
Talking (articulate)					
Hearing (sensory)					
Seeing (acuity, field, color)					

V. Environmental Tolerance	No	Yes	Unknown	Not Assessed
Inside Work				
Outside Work				
Cold				
Heat				
Noise/ Vibration				
Hazards				
Fumes/Odors/ Dust				

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VI. Independent Living Skills	Much Improvement Needed	Some Improvement Needed	Acceptable	Very Good	Not Assessed
Food and Clothing					
Money and Finance					
Grooming and Hygiene					
Health and Safety					
Employability Skills					

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VII. Learning Style	Insignificant	Minor	Major	Not Assessed
Cognitive				
Visual Language				
Visual Numerical				
Auditory Language				
Auditory Numerical				
A/V Kinesthetic				
Social				
Individual				
Group				
Expressive				
Oral				
Written				

VIII. Conclusions/Recommendations

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Basic Scale of Vocational Readiness (BSVR)

Introduction

The BASIC SCALE OF VOCATIONAL READINESS (BSVR) is a situational assessment device which requires a student to be directly observed in systematic fashion in a specific learning or work setting for the purpose of ascertaining a specific aptitude or work behavior.

Background

The BSVR is an evolutionary product, based on extensive use of the Vocational Competency Scale (VCS)** and eight years of field experience with situational assessment. Obviously, significant modifications have been made to the original VCS. However, situational assessment continues to be generally recognized as a sound and useful concept. Because neither field testing nor statistical procedures have been implemented, the usefulness of this instrument must be determined by each user on the sole basis of her/his individual experience with it. Great effort has been made to ensure that various definitions of behavior and aptitude levels are easily understandable and free of ambiguity. Several checklists for behavioral observation were tested. Aptitude batteries were reviewed. U.S. Employment Service definitions of worker traits and functional levels were examined.

Undoubtedly, extensive future application of the BSVR will reveal additional strengths and weaknesses and result in modifications to further improve its efficacy.

User's Guide ***

The BASIC SCALE OF VOCATIONAL READINESS is NOT a formal tool of vocational assessment. Its effectiveness depends, in significant measure, on the ability and willingness of the user to recognize and understand its limitations. Prior to actual application, the user should familiarize him/hserself with these basic guidelines:

1. Familiarize yourself with all definitions and functional levels of BSVR before actual application. hand. Know your operational parameters and procedures.

2. Utilize your specialized training to help you strive for objectivity. Do not bend data to meet your own preconceived expectations.

3. Do not guess. Observe the student over as long a period of time as is necessary for you to be certain you have developed a truly representative assessment.

4. Be sensitive to the total environment in which you are observing the student. Any of a number of extraneous variables can give you an erroneous impression of the student, e.g., temperature, lighting, physical setting, time of day, illness, distractions, authority figures, anxiety regarding your observation, etc.;

5. Be methodical. Situational assessment requires behaviorial samples. If you are to formulate a realistic

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** The Vocational Competency Scale was developed by James L. Carroll, Department of Psychology, Central Michigan University.

*** Information obtained through the use of the BASIC SCALE OF VOCATIONAL READINESS (BSVR) should be used in conjunction with other reliable data such as test scores, transcript records, parent interviews, etc. BSVR data should not be used alone.

assessment, those samples must: a) be of reasonable duration, b) be taken at regular intervals, and c) be taken frequently enough to provide an accurate representation of the student's ability;

6. Plan ahead. AVOID the unexpected. AVOID haphazard situational assessments. Carefully plan in advance specific areas of assessment. A representative observation requires a representative setting or situation; never attempt an observation in an unnatural or unrepresentative environment. Schedule a specific amount of time for each observation on your calendar and don't deviate from that schedule. Contact significant others in advance so that your behavior sampling will not be seen as an intrusion or cause a disruption; and

7. Be unobtrusive while assessing the student. (This does not necessarily mean that the student would be unaware of your presence.) Resist the temptation to coach or instruct the student. Record what you see. Do not interfere with the natural setting or situation. Remember, your task is to take a sampling of the student's normal behavioral pattern or skill level.

Details

The BASIC SCALE OF VOCATIONAL READINESS assesses three separate areas: cognitive development, perceptual/motor ability, and work behaviors. Within each of the three areas there are specific subcategories. Each subcategory is rated on a four point scale. A rating of 4 indicates the highest level of functioning, while a rating of 1 denotes the lowest functional level. The NA rating is provided for any category not assessed, since in some instances, it will not be feasible or necessary to assess the student in every area. At times, a rating number will not be adequate. Hence, a comments section is provided for elaboration. If necessary, comments may be continued on the reverse side of the record sheet.

The BSVR is comprised of an assessment booklet and a record sheet. The assessment booklet contains definitions and the rating format. The record sheet allows for an initial assessment plus four succeeding assessments. The date of the initial assessment is recorded at the top of the record sheet with the identifying data. Follow-up assessments are dated individually at the left. This recording procedure promotes a methodical approach, allowing for a cumulative record and data comparison over time. If appropriate, attach additional record sheets for multiple assessments of the same student.

All ratings and comments should 1) be kept confidential, and 2) be discarded after two years.

IMPORTANT! Read this information immediately!

The BASIC SCALE OF VOCATIONAL READINESS is exclusively an observation instrument. The effectiveness of its use depends entirely on the sensitivity and skill level of the observer.

In general, people have a tendency to look without seeing, hear without listening, and are unaware of much of the stimuli that bombard their senses. Further, people see what they want to see, hear what they want to hear, and screen out or distort realities which might be threatening to their values, attitudes and personal perspective.

Unless you are willing to strive for the highest level of objectivity and accuracy in using this assessment tool, then don't use it at all.

***

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PART I
COGNITIVE DEVELOPMENT
RD: Reasoning Development **

LEVEL 1

The student has sufficient grasp of common sense applications to understand and carry out simple one or two step instructions. S/he is able to successfully complete work assignments which are routine and standardized in nature.

LEVEL 2

The student has sufficient grasp of common sense applications to carry out moderately detailed instructions. S/he is able to successfully complete work assignments which are are not totally standardized and which involve a few concrete variables.

LEVEL 3

The student has sufficient grasp of common sense applications and of logic to carry out detailed written, oral, or visual instructions. S/he is able to successfully complete work assignments which, because of a variety of concrete variables, further limit standardization and routine.

LEVEL 4

The student is able to apply logic and principles in order to carry out highly detailed instructions of all types. S/he is able to successfully complete work assignments which involve a variety of concrete variables, some abstract variables, and little or no standardization.

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** Lowest is 1. Highest is 4. NA means not assessed.

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PART I
COGNITIVE DEVELOPMENT
ND: Numerical Development **

LEVEL 1

The student is able to read, copy and count numbers from zero to 100. S/he can successfully add and subtract single digit numbers.

LEVEL 2

The student is able to add, subtract, and multiply whole numbers. S/he can tell time, and can identify the value of all (U.S.) coins and currency.

LEVEL 3

The student is able to successfully make arithmetical calculations involving division, fractions, and decimals. S/he can read a ruler to the nearest one-quarter of an inch, and can successfully calculate change for small, routine purchases.

LEVEL 4

The student is able to successfully make arithmetical calculations involving percentages. S/he can measure with a ruler to the nearest one-thirty-second of an inch, and can convert fractions to decimals, and can apply basic arithmetic in order to solve practical problems.

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PART I
COGNITIVE DEVELOPMENT
LD: Language Development **

LEVEL 1

The student is able to request supplies and materials. S/he can write identifying information, name, address and telephone number, and can comprehend simple oral instructions.

LEVEL 2

The student is able to clearly ask for clarification of instructions, and to articulately describe basic problems to a supervisor. S/he can comprehend and successfully respond to multi-step oral instructions.

LEVEL 3

The student is able to clearly describe various features of her/his environment - home, school, store, points of interest, etc. S/he can write a meaningful and lucid paragraph, can copy data from one record to another, can comprehend and successfully follow instructions in a basic manual of instructions, e.g., manuals instructing users in operational procedures for the likes of television sets, stoves, lawnmowers, toasters, etc..

LEVEL 4

The Student is able to successfully guide people on a tour, comprehensibly describing features such as size, age and value. S/he can successfully compose a letter plainly requesting a product, information or service. S/he can comprehend and successfully respond to routine business correspondence and moderately technical information, including repair and/or assembly instructions.

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PART I

COGNITIVE DEVELOPMENT
MD: Mechanical Development **

LEVEL 1

The student is able to comprehend and successfully deal with basic fasteners and packing, i.e., perforations, flaps, buttons, zippers, snap-on and screw-on caps, etc. S/he can successfully identify the features of various materials such as wood, plastic, stone, cloth, and metal. S/he can successfully identify and intelligibly describe the use of a hammer. S/he could, for example, figure out how to and be able to disassemble and assemble a ball point pen.

LEVEL 2

The student is able to accurately describe the features and uses of a variety of hand tools such as knife, scissors, screwdriver, pliers, and saw. S/he can associate fasteners with tools, i.e., screw and screwdriver, nail and hammer, etc. S/he can figure out how to and can successfully change a flashlight's batteries and bulb. S/he recognizes the effect(s) of temperature extremes on various materials.

LEVEL 3

The student is able to comprehend the details of various tools and fasteners such as types of nails and screws and types of wrenches and knives, and can successfully associate them with their proper applications. S/he can select the proper tools and materials which are needed to perform basic household repairs, assemblies and adjustments, e.g., repairing a lamp plug, installing metal shelves, and setting up sewing machine for use.

LEVEL 4

The student is able to comprehend the existence of power sources such as manual labor, electricity, solar energy, and fossil fuel. S/he demonstrates basic awareness of various physical laws, e.g., gravity, leverage, friction, and pressure. S/he has an acceptable working knowledge of a variety of tools and procedures. S/he can successfully make simple repairs on major appliances. S/he can perform basic auto maintenance tasks S/he can, for example, figure out how to and can successfully change drive belts on a vacuum cleaner, solder a broken wire connection or change a blade on a lawnmower..

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PART II

PERCEPTUAL/MOTOR ABILITY **

S - Spatial Relations

The student demonstrates the ability to successfully deal with tangible materials through visualization, to imagine the shape(s) and surfaces of a finished object before it is built. S/he can comprehend a two dimensional representation of a three dimensional object. By studying a plan, s/he can mentally manipulate materials and objects to create a structure in his/her mind from a plan.

APPLICATION: Using drawings, patterns, sketches, or diagrams to visualize a dress, an assembled carburetor or room design.

P - Form Perception

The student is able to perceive pertinent detail in objects or in pictorial and graphic material. S/he can visually discern similarities and differences in shapes, sizes, and shadings., and can make fine discriminations between lengths and widths.

APPPLICATION: Accurately selecting materials and tools for a work task. Reading diagrams, graphs, and schematics. Visually matching parts or objects with illustrations for selection or assembly purposes. Visual inspection tasks. Visual verification tasks.

K - Motor Coordination

The student is able to movement accurately and swiftly in response to task requirements. S/he can coordinate head, arms, trunk and legs, and demonstrates the ability to move his/her one's body smoothly during task performance. S/he can maintain balance while standing, walking, or running.

APPLICATION: Throw a ball, walk through work area without bumping into others, slide under a car or into a confined work area, reach for tools while crouching, perform a task while reaching over one's head, traveling up and down a ladder.

Q - Clerical Perception

The student is able to quickly perceive numerical and/or alphabetical data, to momentarily retain the information, then to quickly make a response regarding accuracy or significance. S/he can understand pertinent details in both verbal and tabular material, and can proofread words and numbers while avoiding perceptual errors in arithmetical computation.

APPLICATION: filing, coding, stockroom work, record-keeping, order taking.

F - Finger Dexterity

The student is able to move his/her fingers with ease, and demonsrates the ability to manipulate small objects rapidly and accurately.

APPLICATION: using small tools in confined work areas, starting small screws in holes with fingers, soldering electronic components, typing, etc.

M - Manual Dexterity

The student is able to perform turning and placing motions easily and skillfully with forearm, wrist, and hands.

APPLICATION: dicing foods, changing automotible tires, using hand tools, machine operation and assembly tasks.

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** **1 is seriously deficient; 2 is deficient; 3 is acceptable; 4 is very good; NA means not assessed.**

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PART III
WORK BEHAVIORS **

M - Motivation

The student exhibits motivated, alert, task-oriented work behavior, and is neither indifferent nor inconsistent. S/he is productive, applies him/herself, and tries hard to succeed.

GH - Grooming/Hygiene

Practices good grooming and hygiene. Maintains substantial bodily cleanliness. Is neat, clean and wears appropriate clothing. Shows appropriate concern for good appearance.

T - Temperament

Demonstrates positive coping ability in a work situation. Reacts appropriately to stress, task obstacles, repetitive tasks and unpleasant tasks. Displays flexibility and/or adaptability.

RC - Relationship with Co-Workers

Is congenial, comfortable, responsible, showing a positive regard and interest in others. Is willing to become part of the work group.

RA - Relationship with Authority

Accepts supervision, criticism, help, and instruction. Communicates and behaves appropriately with authority figure. Readily seeks help from supervisor when needed.

RS - Relationship with Self

Judges own abilities and limitations realistically. Is moderately self-confident. Takes mistakes in stride. Readily perceives and accepts his/her work role.

RWE: Relationship with Work Environment

Keeps a work atmosphere. Accepts structure and the demands of assigned tasks. Derives pleasure from completing work tasks. Adheres to work procedures. Is safety conscious.

---

* Adapted with permission from Thomas M. Kennedy, St Clair ISD, P.O. Box 5001, Port Huron, MI 48061-5001.

** 1 is seriously deficient; 2 is deficient; 3 is acceptable; 4 is very good; NA means not assessed.

This is not a state-mandated form; it is only an example.

BASIC SCALE OF VOCATIONAL READINESS:
A Situational Assessment of Prevocational Competence

Name:_____ School:_____ Date:_____ Rater:_____

COGNITIVE DEVELOPMENT	Initial Assessment	Dates			
(RD) Reasoning Development					
(ND) Numerical Development					
(LD) Language Development					
(MD) Mechanical Development					

PERCEPTUAL/MOTOR ABILITY					
(S) Spatial Relations					
(P) Form Perception					
(K) Motor Perception					
(Q) Clerical Perception					
(F) Finger Dexterity					
(M) Manual Dexterity					

WORK BEHAVIORS					
(RWE) Relationship w/ Work Environ.					
(RS) Relationship with Self					
(RA) Relationship with Authority					
(RC) Relationship with Co-Workers					
(T) Temperament					
(GH) Grooming/Hygiene					
(M) Motivation					

Comments:_____

* Adapted with permission from Thomas M. Kennedy, St Clair ISD, P.O. Box 5001, Port Huron, MI 48061-5001.

This is not a state-mandated form; it is only an example.

Example: VOCATIONAL EVALUATION REPORT
Computer Format

Instructions

Appendices E-31 through E-47 consists of a vocational evaluation report utilized by field staff who then forward a completed copy, for editing, to central office clerical staff who maintain the report format on a computer hard disk system file.

Field staffpersons should check only items which are appropriate for the individual assessment. Not all tests are given to each student.

All possible results are listed for each test; evaluators should check only those results which apply for each test administered.

A summary section is then developed as a short written compilation of common interest areas (noted through the series of interest tests administered), preferred working conditions, and methods of entry into the chosen job market.

The summary section should be followed by a series of statements briefly describing aptitudes and other test results.

The recommendations section details appropriate objectives to consider implementing as part of a student's educational career. These objectives range from improving specific prevocational skills, i.e., mastering arithmetical operations with fractions, to attending an appropriate vocational training program. Additional recommendations could include appropriate referrals for further assistance, i.e., job placement, or improvement of survival skills, such as learning to budget.

---

* Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.

This is not a state-mandated form; it is only an example.

Evaluator(s)

Reason for Referral

- ❑ Counselor Request
- ❑ Parent Request
- ❑ Teacher Request
- ❑ To determine appropriate vocational training options.
- ❑ To determine prevocational skills progress.
- ❑ To determine vocational interests.
- ❑ To determine progress in personal adjustment skills related to vocational training requirements.

Tests Administered/Reviewed

- ❑ **Wide Range Interest Opinion Test**
- ❑ **Harrington-O'Shea Career Decision Making System**
- ❑ **Singer Picture Interest Screening System**
- ❑ **Michigan Occupational Information System**
- ❑ **Apticom Interest Survey**
- ❑ **Ideas: Interest Survey**
- ❑ **Reading Free Inventory**
- ❑ **Kuder General Interest Survey**
- ❑ **Edward Personal Preference Test**
- ❑ **Armed Service Vocational Aptitude Battery**
- ❑ **Apticom Aptitude Battery**
- ❑ **General Aptitude Test Battery**
- ❑ **Differential Aptitude Test**
- ❑ **Bennett Mechanical Comprehension Test**
- ❑ **SRA Mechanical Comprehension Test**
- ❑ **SRA Clerical Aptitude Test**
- ❑ **Bennett Hand-Tool Dexterity Test**
- ❑ **Minnesota Spatial Relations Test**
- ❑ **Wide Range Employment Sample Test**
- ❑ **Special Education Records Review**
- ❑ **Act Career Planning Test**
- ❑ **Wide Range Achievement Test**
- ❑ **Educational Skills Development Battery**
- ❑ **SRA Arithmetic Index**
- ❑ **SRA Reading Index**
- ❑ **Industrial Reading Test**
- ❑ **Social and Prevocational Information Battery**
- ❑ **Life Skills Tests for Living**
- ❑ **Pennsylvania Bi-Manual Work Sample**
- ❑ **Prevocational Assessment and Curriculum Guide**
- ❑ **Vocational Assessment and Curriculum Guide**
- ❑ **Informal Ruler Reading Test**
- ❑ **Classroom Performance Review**
- ❑ **MEAP Test Results**
- ❑ **Work Values Inventory**

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This is not a state-mandated form; it is only an example.

Test Results

Wide Range Interest Opinion Test

High Interest Areas

- ❑ Art
- ❑ Literature
- ❑ Music
- ❑ Drama
- ❑ Sales
- ❑ Management
- ❑ Office Work
- ❑ Personal Service
- ❑ Protective Service
- ❑ Social Service
- ❑ Biological Science
- ❑ Physical Science
- ❑ Number
- ❑ Mechanics
- ❑ Machine Operation
- ❑ Outdoor
- ❑ Athletics
- ❑ Social Science

Low Interest Areas

- ❑ Art
- ❑ Literature
- ❑ Music
- ❑ Drama
- ❑ Sales
- ❑ Management
- ❑ Office Work
- ❑ Personal Service
- ❑ Protective Service
- ❑ Social Service
- ❑ Biological Science
- ❑ Physical Science
- ❑ Number
- ❑ Mechanics
- ❑ Machine Operation
- ❑ Outdoor
- ❑ Athletics
- ❑ Social Science

Additional Traits

- ❑ High Sedentariness Score
- ❑ Low Sedentariness Score
- ❑ High Risk Score
- ❑ Low Risk Score
- ❑ High Ambition Score
- ❑ Low Ambition Score
- ❑ High Chosen Skills Score
- ❑ Low Chosen Skill Score
- ❑ High Sex Stereotype Score
- ❑ Low Sex Stereotype Score
- ❑ High Agreement Score
- ❑ Low Agreement Score
- ❑ Choices Motivated by Likes
- ❑ Choices Motivated by Dislikes

IDEAS: Interest Determination, Exploration and Assessment System

High Interest Areas

- ❑ Mechanical/Fixing
- ❑ Electronics
- ❑ Nature/Outdoors
- ❑ Science
- ❑ Numbers
- ❑ Writing
- ❑ Arts/Crafts
- ❑ Social Service
- ❑ Child Care
- ❑ Medical Services
- ❑ Business
- ❑ Sales
- ❑ Office Practice
- ❑ Food Service

Low Interest Areas

- ❑ Mechanical/Fixing
- ❑ Electronics
- ❑ Nature/Outdoors
- ❑ Science
- ❑ Numbers
- ❑ Writing
- ❑ Arts/Crafts
- ❑ Social Service
- ❑ Child Care
- ❑ Medical Services
- ❑ Business
- ❑ Sales
- ❑ Office Practice
- ❑ Food Service

---

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APTICOM Interest Survey

High Interest Areas

- ❑ Artistic
- ❑ Scientific
- ❑ Plants/Animals
- ❑ Protective
- ❑ Mechanical
- ❑ Industrial
- ❑ Business Detail
- ❑ Selling
- ❑ Accommodating
- ❑ Humanitarian
- ❑ Leadership/Influence
- ❑ Physical Performing

Harrington-O'Shea Career Decision Making System

Stated Choices

- ❑ Skills Crafts
- ❑ Technical Work
- ❑ Legal Work
- ❑ Manual Work
- ❑ Math Science
- ❑ Data Analysis
- ❑ Art Work
- ❑ Literary Work
- ❑ Musical Wormk
- ❑ anagement
- ❑ Clerical Work
- ❑ Medical-Dental
- ❑ Personal Service
- ❑ Sales Work
- ❑ Entertainment
- ❑ Customer Services
- ❑ Social Services
- ❑ Education Work

Job Values

- ❑ Job Security
- ❑ Prestige
- ❑ Good Salary
- ❑ High Achievement
- ❑ Routine Activity
- ❑ Variety-Diversion
- ❑ Creativity
- ❑ Working With Your Mind
- ❑ Independence
- ❑ Working With People
- ❑ Leadership
- ❑ Physical Activity
- ❑ Work Under Supervision
- ❑ Work With Your Hands

Student's Perceived Abilities

- ❑ Artistic Ability
- ❑ Musical Ability
- ❑ Computational Ability
- ❑ Math Ability
- ❑ Scientific Ability
- ❑ Language Ability
- ❑ Mechanical Ability
- ❑ Manual Ability
- ❑ Spatial Ability
- ❑ Social Ability
- ❑ Teaching Ability
- ❑ Persuasive Ability
- ❑ Leadership Ability
- ❑ Clerical Ability

Future Plans

- ❑ Graduate School
- ❑ 4 Year College
- ❑ 2 Year College
- ❑ Vocational or Technical School
- ❑ Business School
- ❑ Nursing School
- ❑ Military Services
- ❑ On-the-Job Training or Apprenticeship
- ❑ No Additional Training or Education

High Interest Areas

- ❑ Crafts
- ❑ Scientific
- ❑ Arts
- ❑ Social
- ❑ Business
- ❑ Clerical

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This is not a state-mandated form; it is only an example.

Subject Preferences

- ❑ Mathematics
- ❑ Science
- ❑ English
- ❑ Foreign Language
- ❑ Social Studies
- ❑ Art
- ❑ Music
- ❑ Clerical
- ❑ Business Finance
- ❑ Business Management
- ❑ Home Economics
- ❑ Shop or Crafts
- ❑ Agriculture
- ❑ Technical Studies

High Career Cluster Match Areas

- ❑ Skilled Crafts
- ❑ Technical
- ❑ Legal Work
- ❑ Manual Work
- ❑ Math-Science
- ❑ Data Analysis
- ❑ Art Work
- ❑ Literary Work
- ❑ Music Work
- ❑ Management
- ❑ Clerical Work
- ❑ Medical-Dental
- ❑ Personal Service
- ❑ Sales Work
- ❑ Entertainment
- ❑ Customer Services
- ❑ Social Services
- ❑ Education Work

Occupations Selected Of Interest

1. _____
2. _____
3. _____
4. _____

Kuder General Interest Inventory

High Interest Areas

- ❑ Outdoor
- ❑ Mechanical
- ❑ Computational
- ❑ Scientific
- ❑ Persuasive
- ❑ Artistic
- ❑ Literacy
- ❑ Musical
- ❑ Social Service
- ❑ Clerical

Low Interest Areas

- ❑ Outdoor
- ❑ Mechanical
- ❑ Computational
- ❑ Scientific
- ❑ Persuasive
- ❑ Artistic
- ❑ Literacy
- ❑ Musical
- ❑ Social Service
- ❑ Clerical

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This is not a state-mandated form; it is only an example.

Michigan Occupational Information System

Interest

- ❑ People
- ❑ Data
- ❑ Things

Areas of Work

- ❑ Business and Clerical
- ❑ Human Relations and Humanities
- ❑ Medical and Related Services
- ❑ Personal and Protective Services
- ❑ Science, Mathematics and Engineering
- ❑ Trades and Industry

Physical Strengths

- ❑ Light (20 pounds maximum - 10 pounds frequently)
- ❑ Medium (50 pounds maximum - 20 pounds frequently)
- ❑ Heavy (100 pounds maximum - 50 pounds frequently)

Aversive Physical Requirements

- ❑ Climb or Balance
- ❑ Handle, Reach or Touch
- ❑ Kneel, Stoop, Crouch or Crawl
- ❑ See
- ❑ Hear or Talk
- ❑ None

Working Conditions Preferred

- ❑ Inside
- ❑ Outside
- ❑ Both

Educational Requirements Preferred

- ❑ Less than High School
- ❑ Apprenticeship Without Diploma
- ❑ High School Diploma
- ❑ High School Diploma With Vocational Training
- ❑ Certificate Program (Up to One Year) Beyond High School
- ❑ Associate Degree
- ❑ Apprenticeship With High School Diploma
- ❑ Bachelor's Degree
- ❑ Master's Degree
- ❑ Professional Degree of Doctorate

Work Temperaments Preferred

- ❑ Accuracy
- ❑ Creativity
- ❑ Directing
- ❑ Evaluation
- ❑ Interaction
- ❑ Logic
- ❑ Persuasion
- ❑ Repetition
- ❑ Stress
- ❑ Variety

Job Matches

_____	_____
_____	_____
_____	_____
_____	_____

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This is not a state-mandated form; it is only an example.

Reading - Free Vocational Interest Inventory

High Interest Areas

- ❑ Automotive
- ❑ Building Trades
- ❑ Clerical
- ❑ Animal Care
- ❑ Food Service
- ❑ Patient Care
- ❑ Horticulture
- ❑ Housekeeping
- ❑ Personal Service
- ❑ Laundry Service
- ❑ Materials Handling

Low Interest Areas

- ❑ Automotive
- ❑ Building Trades
- ❑ Clerical
- ❑ Animal Care
- ❑ Food Service
- ❑ Patient Care
- ❑ Horticulture
- ❑ Housekeeping
- ❑ Personal Service
- ❑ Laundry Service
- ❑ Materials Handling

Singer Interest Survey

High Interest Areas

_____

_____

_____

_____

Edwards Personal Preference Test

High Interest Areas

_____

_____

_____

_____

Low Interest Areas

_____

_____

_____

_____

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This is not a state-mandated form; it is only an example.

Aptitude Battery

❑ General Aptitude Battery
❑ Apticom Aptitude Battery
❑ Differential Aptitude Battery
❑ Armed Services Aptitude Battery

Aptitude	Standard Score	Standing
General Learning Ability		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Verbal Aptitude		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Numerical Aptitude		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Spatial Aptitude		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Perceptual Aptitude		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Clerical Aptitude		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Motor Coordination		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average
Finger Dexterity		❑ Below Average ❑ Low Average ❑ Average ❑ High Average ❑ Above Average

*** Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.**

This is not a state-mandated form; it is only an example.

Manual Dexterity

- ❑ Below Average
- ❑ Low Average
- ❑ Average
- ❑ High Average
- ❑ Above Average

Eye-Hand Coordination

- ❑ Below Average
- ❑ Low Average
- ❑ Average
- ❑ High Average
- ❑ Above Average

Educational Skills Development Battery

Language Development

GED Level	Score	Proficency Level
1		5
2		5
3		6
4		6

Math Development

GED Level	Score	Proficency Level
1		5
2		5
3		6
4		6

SRA Mathematics Index

Level	Description	Proficiency Score	Student Score
1	Addition and Subtraction of whole numbers	11	
2	Multiplication and Division of whole numbers	11	
3	Fractions	10	
4	Decimals and Percentages	11	

• Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.

This is not a state-mandated form; it is only an example.

Percentile	Norm
	❑ Unskilled ❑ Semi-skilled ❑ Skilled ❑ Office and Technical

Percentile	Norm
	❑ Unskilled (Packer) ❑ Semi-skilled (Truck Driver) ❑ Skilled (Carpenter) ❑ Office and Technical (Computer Operator)

SRA Reading Index

Level	Description	Proficiency Score	Student Score
1	Picture-Word Association	7	
2	Word-Decoding	10	
3	Phrase Comprehension	10	
4	Sentence Comprehension	9	
5	Paragraph Comprehension	10	

Percentile	Norm
	❑ Unskilled ❑ Semi-skilled ❑ Skilled ❑ Office and Technical

Percentile	Norm
	❑ Unskilled (Packer) ❑ Semi-skilled (Truck Driver) ❑ Skilled (Carpenter) ❑ Office and Technical (Computer Operator)

Bennett Mechanical Comprehension Test

Raw Score	Percentile	Norm
		Eleventh Grade Academic High School 11th Grade Technical High School Skills Trades Workers Mechanical Jobs (Aviation)

Raw Score	Percentile	Norm
		Eleventh Grade Academic High School 11th Grade Technical High School Skills Trades Workers Mechanical Jobs (Aviation)

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This is not a state-mandated form; it is only an example.

SRA Mechanical Comprehension Test

Mechanical Interrelationships

Score Percentile Norm

Mechanical Tools

Score Percentile Norm

Spatial Relations

Score Percentile Norm

Total

Score Percentile Norm

Informal Ruler Reading Test

Measuring

Score

❑ Proficient
❑ Needs Improvement

Ruler Identification

❑ Proficient
❑ Needs Improvement

---

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Industrial Reading Test

Score	Possible	Percentile	Norm
	38		❑ High School Students in Service Occupations ❑ High School Students in Machine Trades ❑ High School Students in Structural Trades

Wide Range Achievement Test

Reading	Reading
Grade Equivalent	Grade Equivalent

SRA Clerical

Office Vocabulary

Score	Percentile	Norm
		❑ Tenth Grade Females ❑ Tenth Grade Males ❑ Eleventh Grade Females ❑ Eleventh Grade Males

Office Arithmetic

Score	Percentile	Norm
		❑ Tenth Grade Females ❑ Tenth Grade Males ❑ Eleventh Grade Females ❑ Eleventh Grade Males

Office Checking

Score	Percentile	Norm
		❑ Tenth Grade Females ❑ Tenth Grade Males ❑ Eleventh Grade Females ❑ Eleventh Grade Males

---

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Total Clerical Skills

Score Percentile Norm

- ❑ Tenth Grade Females
- ❑ Tenth Grade Males
- ❑ Eleventh Grade Females
- ❑ Eleventh Grade Males

Pennsylvania Bi-Manual Work Sample

Assembly

Time Percentile Norm

- ❑ Male General Population
- ❑ Female General Population
- ❑ Male High School Students
- ❑ Female High School Students
- ❑ Male Industrial Workers
- ❑ Female Industrial Workers

Disassembly

Time Percentile Norm

- ❑ General Population
- ❑ High School Students
- ❑ Industrial Workers

Minnesota Spatial Relations Test

Time Percentile Norm

Error Percentile Norm

Additional Observations

- ❑ Appears to have size discrimination problems.
- ❑ Appears to have shape discrimination problems.
- ❑ Lack of organizational approach to task
- ❑ Very systematic in approach
- ❑ Dexterity problems noted.
- ❑ High Frustration level

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This is not a state-mandated form; it is only an example.

Bennett Hand Tool Dexterity Test

Time	Percentile	Norm
		Boys at Vocational High School

Time	Percentile	Norm
		Maintenance Applicants Maintenance Mechanics Airline Mechanics Manufacturing Applicants

Social and Prevocational Information Battery

Test	Possible Score	Raw Score	Percentage Correct	Reference Group Percentile Rank
Purchasing Habits	36	_____	_____	_____
Budgeting	33	_____	_____	_____
Banking	31	_____	_____	_____
Job Related Behavior	30	_____	_____	_____
Job Search Skills	32	_____	_____	_____
Home Management	33	_____	_____	_____
Health Care	30	_____	_____	_____
Hygiene and Grooming	26	_____	_____	_____
Functional Signs	26	_____	_____	_____
Total Battery	**277**	_____	_____	_____

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This is not a state-mandated form; it is only an example.

Tests for Everyday Living

Test	Raw Score	Skill Level
Purchasing Habits		❑ Below Average ❑ Average ❑ Above Average
Banking		❑ Below Average ❑ Average ❑ Above Average
Budgeting		❑ Below Average ❑ Average ❑ Above Average
Health Care		❑ Below Average ❑ Average ❑ Above Average
Home Management		❑ Below Average ❑ Average ❑ Above Average
Job Search Skills		❑ Below Average ❑ Average ❑ Above Average
Job Related Behavior		❑ Below Average ❑ Average ❑ Above Average
Total Battery		❑ Below Average ❑ Average ❑ Above Average

Norm Group
❑ Junior High Students
❑ Senior High Remedial Students
❑ Senior High Students

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This is not a state-mandated form; it is only an example.

Vocational Assessment Curriculum Guide Inventory

Area	Points	Percent of Competitive Employment
Attendance/Endurance	_____	_____
Independence	_____	_____
Production	_____	_____
Learning	_____	_____
Behavior	_____	_____
Communication Skills	_____	_____
Social Skills	_____	_____
Grooming/Eating	_____	_____
Reading/Writing	_____	_____
Math	_____	_____

Prevocational Assessment Curriculum Guide Inventory

Area	Points	Percent of Workshop Level
Attendance/Endurance	_____	_____
Independence	_____	_____
Production	_____	_____
Learning	_____	_____
Behavior	_____	_____
Communication Skills	_____	_____
Social Skills	_____	_____
Grooming/Eating	_____	_____
Toileting Skills	_____	_____

* Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.

This is not a state-mandated form; it is only an example.

Classroom Performance Review

Class **Grade** **Level**

Special Education Records Review (include any pertinent information)

Summary

Interest tests indicate preferences for the following working conditions *(List conditions determined through Harrington O'Shea, MOIS, and student comments, e.g., "work with hands")* :

* Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.

This is not a state-mandated form; it is only an example.

Preferred methods of entry into an occupation are *(List preferences noted through Harrington O'Shea, MOIS or expressed, e.g., 2 year college)* :

Consistent occupational areas of choice are *(List occupational areas common to all interest tests)* :

* Adapted with permission from David Cowell, Marquette-Alger ISD, 427 West College Avenue, Marquette, MI 49855.

This is not a state-mandated form; it is only an example.

RECOMMENDATIONS

Include statements regarding appropriate vocational pursuits, math or language upgrading, social skills' upgrading, etc.:

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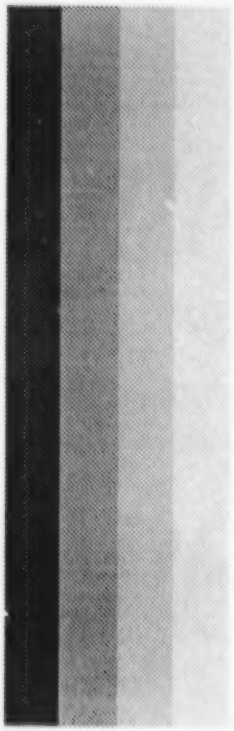
This is not a state-mandated form; it is only an example.

Appendices



Work-study Services

Training Agreement for Special Education Work-study

STUDENT

Name: LAST	FIRST	Date of Birth	Age

Address: STREET	CITY	ZIPCODE	Telephone: AREA CODE/LOCAL NO.

Number of CREDITS to be earned	Length of Job	BEGINNING DATE	EXPECTED ENDING DATE	Pay Per Hour

Title of Job

Work Schedule	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL
NUMBER OF HOURS								

Social Security Number	Driver's License Number

EDUCATIONAL AGENCY

Legal Name of School District	District Code Number	Telephone: AREA CODE/LOCAL NO.

Address	City	Zipcode

EMPLOYER

Legal Name of Employer	Telephone: AREA CODE/LOCAL NO.

Address	City	Zipcode

Workers Compensation carrier

I. SCHOOL

Identify the specific educational, vocational and/or behavioral skills this program is designed to reinforce. Include criteria for acceptable performance.

II. SCHOOL

Related Classes

This is not a state-mandated form; it is only an example.

III. EMPLOYER

List the primary job activities. Where possible, include criteria for acceptable performance. If additional space is needed, use extra sheets and attach them to this form.	Maximum Hours per Week

IV. GENERAL CONDITIONS

A. Trainee agrees to abide by the regulations and policies of his employer and the school.
B. The employer agrees to assumes the responsibility for providing the trainee with the broadest occupational experience in keeping with the job activities.
C. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
D. The employment of the trainee shall conform to all federal, state, and local laws, including non-discrimination against any applicant or employes because of age, sex, race, national origin, or handicap.
E. This training program shall NOT be interrupted without prior consultation among the trainee, employer, and coordinator.
F. The employer will protect the health, welfare, and safety of the trainee.

Signatures of persons approving this program:

Student_____(Signature)

Employer_____(Signature)

Parent_____(Signature)

Coordinator/School Official_____(Signature)

Date_____

This is not a state-mandated form; it is only an example.

WORK-STUDY TRAINEE EVALUATION

School _____ School address _____

City _____ Phone _____

_____

Trainee's Last Name First Name Training Field

Name of Concern _____ Coordinator _____

Instructions: Do not let your evaluation of one category unduly influence you in another category. In each category check only one statement which most most accurately measures the trainee. We encourage your additional comments at the bottom of the page.

Accuracy of Work:
- ❑ Consistently accurate
- ❑ Careful
- ❑ Fair; needs improvement
- ❑ Careless

Use of Materials and Equipment:
- ❑ Consistently accurate
- ❑ Careful
- ❑ Fair; needs improvement
- ❑ Careless

Use of Working Time:
- ❑ Busy and effective
- ❑ Keeps busy
- ❑ Fair use of time
- ❑ Wastes time

Attitude toward Job:
- ❑ Consistently accurate
- ❑ Careful
- ❑ Interested - somewhat
- ❑ Just a job

Initiative:
- ❑ Self-motivated
- ❑ Needs little direction
- ❑ Fair; needs reminding
- ❑ Needs constant direction

Attitude toward Co-workers:
- ❑ Works well with all coworkers
- ❑ Gets along with most
- ❑ Gets along with some
- ❑ Not a team member

Personal Appearance:
- ❑ Exceptionally pleasing
- ❑ Neat
- ❑ Not neat
- ❑ Fair; needs improvement

Care of Working Area:
- ❑ Exceptionally clean and organized
- ❑ Keeps area clean
- ❑ Fair; needs improvement
- ❑ Careless

Speed in Peforming Duties:
- ❑ Fast and accurate
- ❑ Satisfactory
- ❑ Slow
- ❑ Fair; needs improvement

Job Learning:
- ❑ Exceptional ability
- ❑ Learns and retains well
- ❑ Learns; needs reminders
- ❑ Learns slowly

Responsibility:
- ❑ Seeks and handles responsibility well
- ❑ Seeks responsibility
- ❑ Accepts responsibility
- ❑ Avoids responsibility

Attendance:
- ❑ Not absent or late without reason or notice
- ❑ Seldom absent or late
- ❑ Absent or late occasionally
- ❑ Absent or late often

Job Application:
- ❑ Capable and effective
- ❑ Knows and uses proper procedures
- ❑ Usually follows procedure
- ❑ Does not follow procedure

Personality on the Job:
- ❑ Excellent with people
- ❑ Outgoing; relaxed
- ❑ Limited enthusiasm
- ❑ Not people oriented

Additional Comments _____

_____

Supervisor's signature _____ **Date** _____

Work-study Coordinator's 's signature _____

Student's Signature

1st copy to school 2nd copy to student 3rd copy to employer

This is not a state-mandated form; it is only an example.

WORK-STUDY PLACEMENT PLAN

School District_____

Student:_____Grade:____Age:____SS#_____

Address:_____Phone:_____D.O.B._____

Vocational area:_____Wages:_____

Date training begins:_____Hours per week:_____Date of training termination:_____

Hours of employment:_____Duration of employment:_____

School:_____Address:_____

Work-study coordinator:_____Phone #:_____

IN COOPERATION WITH

Name of community training site:_____

Address:_____Contact's name:_____

Worker's Compensation:_____

Some Responsibilities of Program Participants

1. The coordinator will work as a consultant for the community trainer.
2. The coordinator will provide counseling and follow-up for the trainee.
3. The trainee will be punctual and complete assigned tasks to the best of his/her ability.
4. The trainee will abide by the regulations and policies of the trainer and the school.
5. The community trainer will provide the trainee with the broadest occupational experience in keeping with the attached listing of trainee tasks.
6. This agreement will conform to all federal, state, and local laws and regulations.
7. It is the policy of the _____ Schools that no person shall on the basis of sex, race, color, religion, ancestry, marital status, national origin, or handicap, be excluded from participating in, be denied the benefits of, or be subjected to discrimination in employment or any of its programs or activities.

SIGNATURES OF PERSONS APPROVING LEARNER PROGRAM

Student:_____Parent:_____

Trainer:_____Date:_____

School official:_____Date:_____

This training program shall not be interrupted without prior consultation between the trainee, trainer, and coordinator.

Work-study Placement Plan
Page 2

Student _____

Educational Goals: _____

_____

_____

_____

_____

_____

_____

Specific tasks to be performed: _____

_____

_____

_____

_____

_____

_____

Standards for on-the-job performance: _____

_____

_____

_____

_____

_____

_____

Student IEPC authorizing this placement was conducted on _____ (date).

IVT/WORK-STUDY WORK HABIT/ATTITUDE EVALUATION

Evaluator's Name_____ Date_____

Student's Name_____

Personal Qualities and Abilities

	Excellent	Good	Average	Poor	Not Satisfactory
Ability to follow directions					
Accepts criticism					
Punctuality					
Personal appearance					
Sense of responsibility					
Courtesy					
Ability to get along with other students					
Quality of work done (based on the student's ability)					
Ability to work unsupervised					
Attendance					
Work finished on time					
Cooperation with teachers/adults					
Self-control					
Minds own business					
Asks for help when appropriate					
Safety conscious					
Shows initiative - looks for work to do					

This is not a state-mandated form; it is only an example.

Universal Work Skills Performance Report

Name _____ Job Title _____

For Period of _____ Date _____ Training Site _____

Location _____

This evaluation, based on observation of the trainee's performance, is to help determine employment readiness. The following Universal Work Skills with accompanying Minimum Criteria are considered necessary for job entry. Indicate whether the skill level is attained with a check in the appropriate box.

		Minimum Criterion: Performs skill % of the time	YES	NO	
I.	**Worker Traits**				
	A. Attendance	A.			
	B. Punctuality - being in designated area on time	B.			
	C. Motivation - perform tasks willingly	C.			
	D. Initiative - seeks additional work	D.			
	E. Flexibility - moves from one task to another with a positive attitude	E.			
	F. Work Independence - performs learned task without re-direction or support	F.			
	G. Attentiveness - continues to work during distracting situations	G.			
	H. Work Judgment - recognizes correct completion of tasks	H.			
	I. Stamina - exhibits sufficienct physical endurance	I.			
	J. Care of Equipment - handles equipment carefully	J.			
	K. Following Rules - follows established rules and guidelines	K.			
	L. Safety Observance - observes safety rules and precautions without assistance	L.			
II.	**Appearance**				
	A. Attire - wears clothes acceptable for the work setting	A.			
	B. Grooming - maintains a neat appearance	B.			
	C. Hygiene - keeps self clean and odor-free	C.			
III.	**Interpersonal Behaviors**				
	A. Communications - communication skills do not interfere with job performance	A.			
	B. Relationships with Supervisors - exhibits socially acceptalbe interaction	B.			
	C. Relationships with Peers - harmoniously interacts	C.			
	D. Behavior with Members of the Opposite Sex - exhibits acceptable social behavior	D.			
	E. Behavior with Visitors - exhibits acceptable social behavior	E.			
	F. Cooperation with Supervisors - complies immediately	F.			
	G. Response to Direction - responds appropriately to supervisors' requests	G.			
	H. Frustration Tolerance - copes appropriately with difficult situation	H.			
	I. Respect for Others' Property - does not steal	I.			
	J. Truthfulness - tells the truth	J.			
	K. Other Behaviors _____ _____	K.			

COMMENTS: Additional strengths or weaknesses which would significantly affect this trainee's entry into the job market. _____

_____

_____ Trainer - Supervisor _____ School Coordinator _____

White Yellow Yellow Yellow

This is not a state-mandated form; it is only an example.

Work Area Skills Performance Report

Name _____ District _____

Case Manager _____ Supervisor _____

The following objectives represent behaviors commonly associated with the cognitive and/or psychomotor domains.

It is understood that all objectives begin when the student demonstrates the ability to

Achievement Codes
1 - Unable to do at this time
2 - With physical assistance or intervention
3 - With verbal reminders, cues, or direction, only
4 - Independently
5 - Competitively
N/A - Not Assessed

Structure Level of Training Environment: H - High M-Medium L-Low

A. Skills Specifically Related to Work Area	H M L	H M L	H M L	H M L
Evaluation Dates				

COMMENTS:

Trainer - Supervisor _____

B. Generalized Skills Related to Acquiring and Using Learning				
1. *learn* new tasks				
2. *retain* learned tasks				
3. *organize* routine tasks				
4. *transfer* learning from one task to another similar task				

The above objectives are measured by teacher observation and/or behavior records, unless otherwise needed.

White Yellow Yellow Yellow

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Work-Study Program
EMPLOYER'S WORK EVALUATION REPORT

Student _____ **Date of Report** _____

Employer _____ **Type of Work** _____

Number of Days Absent_____

TO THE EMPLOYER: To assist you in training the above-named student so he or she will be a more valuable employee, I am asking you to fill in this form. Will you please rate each of the characteristics and return this report to me at your earliest convenience. **5-Outstanding; 4-Above Average; 3-Average; 2-Below Average; and 1-Unacceptable.**

SOCIAL SKILLS

5	4	3	2	1	(1)	SELF EXPRESSION (communicates well, asks for assistance, questions)
5	4	3	2	1	(2)	SOCIABILITY (interacts well with other employees or public)
5	4	3	2	1	(3)	WORK INDEPENDENCE (works without need for supervision or guidance)
5	4	3	2	1	(4)	APPEARANCE (cleanliness and neatness in appearance)
5	4	3	2	1	(5)	PERSONAL HYGIENE (cares well for self, is clean)
5	4	3	2	1	(6)	BEHAVIOR (acts appropriately for job and toward other people)
5	4	3	2	1	(7)	TEAMWORK (performs well in close coordination with others)
5	4	3	2	1	(8)	ATTITUDE (toward job, desire to learn)

TIME FACTORS

5	4	3	2	1	(9)	PACE (performs at an appropriate rate)
5	4	3	2	1	(10)	ATTENDANCE (calls when ill or when not reporting to work)
5	4	3	2	1	(11)	PUNCTUALITY (arrives to work on time regularly)
5	4	3	2	1	(12)	SIMULTANEOUSLY (performs several activities at nearly the same time)
5	4	3	2	1	(13)	TIMING (performs tasks at scheduled times, aware of time)

PERFORMANCE SKILLS

5	4	3	2	1	(14)	ACCURACY (performs tasks within defined tolerances)
5	4	3	2	1	(15)	DEXTERITY (makes fine manipulations readily, makes coordinated movements)
5	4	3	2	1	(16)	CHOICES (selects among alternatives, makes decisions without conflict)
5	4	3	2	1	(17)	DIRECTION (follows procedures, instructions or directions)
5	4	3	2	1	(18)	MEMORY (remembers locations, procedures, nomenclatures)
5	4	3	2	1	(19)	CAUTION (uses care in activities which pose personal hazard)
5	4	3	2	1	(20)	OVERALL PERFORMANCE ON JOB

TOLERANCE

5	4	3	2	1	(21)	REPETITIVENESS (has tolerance for monotony or repetition)
5	4	3	2	1	(22)	PERSEVERANCE (performs continuously over normal periods)
5	4	3	2	1	(23)	STAMINA (physical strength is adequate, resists fatigue)
5	4	3	2	1	(24)	CORRECTIVE CRITICISM (listens to and accepts suggestions)

_____

Signature of Employer

(I DO/DO NOT) recommend continued placement based on the health, safety, welfare, and progress of the student.

_____

Work-study Coordinator

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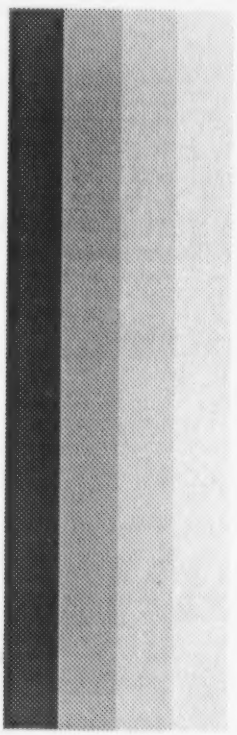
Appendices



Transition Services

Transition Plan: Sample B

Student's Name _____ **Age**_____ **Date** _____

High School_____ **Date of Graduation**_____

Participants_____

_____

Transition Considerations	Recommendations	Responsibilities					
		Student/Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
1. Life Skills							
2. Income Support							
3. Work/ Vocational Placement/ Education							
4. Residential Placement							
5. Community Leisure Options							
6. Transportation							
7. Medical Needs							
8. Long-Term Care							
9. Advocate/ Guardianship							
10. Maintenance of Family Relationships							

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Page Two

Transition Plan: Sample B

Transition Considerations	Recommendations	Responsibilities					
		Student/Parent/Guardian		School		Adult Service Providers	
		Action	Time Line	Action	Time Line	Action	Time Line
11. Insurance							
12. Follow-up							
13. Others As Appropriate							

We the undersigned have participated in the development of _____'s Transition Plan and agree to carry out the recommendations specified wtithin

_____ _____

Parent/Date **Student/Date**

_____ _____

Classroom Teacher/Date **LEA/Representative/date**

Adult Service Providers:

_____ _____

/Date **/Date**

_____ _____

/Date **/Date**

_____ _____

/Date **/Date**

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Registration Form for Exiting Students

Michigan requires a follow-up survey of special education students exiting special education programs/services. Studies have shown the task of locating these students one year later is greatly improved if each is registered at the time s/he leaves special education. Please complete this form for all students who are, or who you expect will be, exiting special education programs/services, and forward it to the Special Education Administrator/Coordinator in your district. This registration can then be used one year after exit by the individual who will be contacting the student to complete the survey form.

Student I.D.# __ __ __ - __ __ - __ __ __

Name: _____ Phone: ( ) _____

Address: _____

City: _____ State: _____ Zipcode: _____

Complete the information below on two individuals who will probably know how to contact the exiting student if s/he moves during the coming year:

Name: _____

Address: _____

_____

Phone: ( ) _____

Relationship: _____

Name: _____

Address: _____

_____

Phone: ( ) _____

Relationship: _____

This is not a state-mandated form; it is only an example.

Follow-up Survey

In School

Student I.D.# __ __ __ - __ __ -- __ __ __

This form is intended to follow-up former special education students who exited programs or services and returned full time to general education.

1. Judging from school reports, would you say _____ (student's name) is an A, B, C, D or E student? ❑ A ❑ B ❑ C ❑ D ❑ E
2. How about getting along with friends and classmates? Would you say _____ has: ❑ many friends? ❑ few friends? ❑ one friend? ❑ no friends?
3. How is _____ doing?

	less well	as well	better
a. social adjustment (in relation to classmates)	❑	❑	❑
b. behavior (in relation to classmates)	❑	❑	❑
c. without special education	❑	❑	❑

4. Do you think _____ still has a need for a special education classroom or support services such as social work services, psychological services or teacher consultant services? ❑ yes ❑ no
5. Is _____ taking part in any extracurricular activities in school, such as athletics, choir, band, arts and crafts? ❑ yes ❑ no
6. Is _____ receiving assistance, to your knowledge, from any public or private agencies other than the school? ❑ yes ❑ no

If yes, what agency or type of individual?

- ❑ community mental health
- ❑ social services department
- ❑ private tutors
- ❑ employment services
- ❑ rehabilitation services

Send this form to:

This is not a state-mandated form; it is only an example.

Follow-up Survey
Out of School

Student I.D.# __ __ __ - __ __ - __ __ __

This form is intended to follow-up former special education students who exited programs or services except for those who returned full time to general education.

I. Social/Community Adjustment

1. Are you (check only one) ❑ married? ❑ married and separated? ❑ single? Number of children (if applicable) _____.

2. How do you get to places like shopping, movies, church, etc.? (check all that apply)

❑ drive ❑ taxi ❑ bicycle
❑ bus ❑ ride with someone else ❑ walk

3. Have you done any of the following activities in the last two weeks? (check all which apply)

❑ gone out to dinner, a movie, or sporting event
❑ gone out to a community center (e.g., for bingo, cards, etc.)
❑ gone out shopping (other than for food)
❑ gone out to visit relatives
❑ gone out to visit friends
❑ watch TV/listen to radio
❑ read newspapers
❑ have friends come to visit
❑ have relatives come to visit
❑ talk on telephone

4. How active are you in community groups, e.g., church, volunteer group, recreation group? (check only one)

❑ very active ❑ somewhat active ❑ not active

5. a. How much contact do you have with friends from school? ❑ very little ❑ some ❑ lots
b. Have you made other new friends since school? ❑ yes ❑ no
c. Do you have any close personal friends? ❑ yes ❑ no

6. Do you vote? ❑ yes ❑ no

7. How important do you think it is to know what's going on in community or in the country?

❑ very ❑ somewhat ❑ not important

II. Personal Management

1. Describe your present living arrangement? Do you live (check only one)

❑ alone or with spouse ❑ with friends Is this a licensed
❑ with parents/guardians ❑ group home, or
❑ with other relatives ❑ supervised apartment

2. Do you have (check all which apply)

❑ credit cards in your name ❑ a checking account ❑ a savings account

This is not a state-mandated form; it is only an example.

3. Are you making payments on (check all which apply)

❑ appliances/furniture ❑ medical insurance ❑ a car
❑ a home/apartment ❑ other (major items only) _____

4. Do you have a driver's license? ❑ yes ❑ no

5. In the last year, have you had any reason to get in touch with a doctor or medical facility, the police department, an insurance agent, community services or rehabilitation agency? ❑ yes ❑ no

6. If yes, who made the contact?

❑ yourself ❑ parent/guardian ❑ other: _____
❑ spouse ❑ friend

7. Can you cook your own meals? ❑ yes ❑ no

8. Are you happy? ❑ yes, very ❑ yes, more or less ❑ no, I'm often sad ❑ no, I'm mostly sad

III. Employment

1. Have you had a job since leaving school? ❑ no ❑ yes (for how many months? _____)

2. Do you have a job now? ❑ NO (if NOT EMPLOYED, go to item 3) ❑ YES (if EMPLOYED, go to item 5)

3. Are you (check only one)

❑ a full time student, employment trainee, or participating in vocational rehabilitation?
❑ unemployed, looking for a job?
❑ unemployed, not looking for a job?
❑ unable to work because of disability or health problems?
❑ full time homemaker?
❑ full time or part time volunteer?
❑ other, specify _____

4. Do you get money from (probe for who pays rent, food bill, etc., try to get realistic feeling for where support comes from, if any). (check all which apply)

❑ your parents/family ❑ social security (SSI) ❑ other: _____
❑ welfare ❑ rehabilitation services

Skip to item #14

5. Where do you work? _____
formal name of company

6. Is this a (check only one)

❑ regular employment ❑ sheltered workshop ❑ supported work program
❑ open employment ❑ activity center

This is not a state-mandated form; it is only an example.

7. Are you working ❑ full-time? ❑ part-time?

8. About how many hours per week do you usually work? _____

9. How many months have you worked at your present job? _____

10. How much does your job pay? (complete only one) per hour _____ per week _____

11. What extras (fringe benefits) do you get with your present job? (check all which apply)

❑ paid sick time ❑ life insurance ❑ medical insurance
❑ paid vacation time ❑ retirement benefits ❑ other: _____

12. How did you get your present job? (check only one)

❑ by myself ❑ school counselor ❑ vocational rehabilitation
❑ parents/relatives ❑ friend ❑ military
❑ teacher ❑ employment service ❑ unspecified or other: _____

13. Do you like your present jobf? (check only one)

❑ yes ❑ no, want to do something else ❑ no, benefits are too low
❑ no, the pay is too low ❑ no, feel mistreated ❑ no, other: _____

14. Have you or are you receiving support services from: (check all which apply)

❑ employment services ❑ Michigan Rehabilitation Services ❑ private employment agency
❑ Welfare or Social Services ❑ any other: _____

15. Are you attending any further education or training since leaving school?

❑ yes (continue) ❑ no (go to Section IV)

16. Type of program (check only one)

❑ vocational/technical/trade school
❑ military

IV. Complete only for moderately to severely impaired persons

For each of the following items make a rating (0-3) as to how each task is completed when done alone. (check which apply)

0 - performs with satisfactory completion
1 - performs task but satisfactory completion is **somewhat** affected by problems with ability, speed, pain, or confidence
2 - performs task but satisfactory completion is **seriously** affected by problems with ability, speed, pain, or confidence
3 - cannot perform task with satisfactory completion

____ dressing
____ eating (pouring, dishing food, using cups or utensils)
____ personal tasks (shaving, toileting, bathing)
____ go shopping (for food or dry goods)
____ preparing meals
____ cleaning house
____ reading clocks/watches/comprehending time
____ identifying/using coins or currency
____ aware of typical safety issues

Send this form to:

This is not a state-mandated form; it is only an example.

SAMPLE: Interagency Transition Agreement

This document is to establish an agreement between _____ and _____ to implement the Transition Plan of _____ _____. The duration of this agreement will be from _____ to _____. The responsibilities of the undersigned parties are limited to the following activities:

In addition, it is agreed that progress towards these activities will be reviewed jointly each quarter. The tentative dates for these reviews are:

_____, _____, _____

_____ _____

_____ _____

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Illustration of Transition Plan

Student: Bob Robins

Meeting Date: 10/15/85

Graduation Date: 6/7/87

Participants: Parent(s) Mrs. Robins

School William B.

DSH Casemanager Susan L.

DVH Casemanager N/A

	Responsible Person	Timelines
Transition Goal:		
Bob will initiate work traininng in Wasatch Work Crew Program	William B.	12/15/85
Support Activities:		
1. Complete application process	Mrs Robins Susan L.	11/1/85
2. Obtain UTA bus pass	Mrs. Robins	11/1/85
3. Teach bus route to Wasatch business office	William B.	11/14/85
4. Establish planning meeting with Wasatch WCP director	Susan L.	1/10/86

A. Education of the Handicapped Act, PL98-199, 1983 (reauthorization of PL94-142)

1. Secondary Education and Transitional Services for Handicapped Youth

Sec. 626. (a) The Secretary is authorized to make grants to, or enter into contracts with institutions of higher education, State educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act [Public Law 97-300]) to -

"(1) strengthen and coordinate education, training, and related services for handicapped youth to assist in the transitional process to postsecondary education, vocational training, competitive employment, continuing education, or adult services; and

"(2) stimulate the improvement and development of programs for secondary special education.

"(b) Projects assisted under this section may include:

"(1) developing strategies and techniques for transition to independent living, vocational training, postsecondary education, and competitive employment for handicapped youth;

"(2) establishing demonstration models for services and programs which emphasize vocational training, transitional services, and placement for handicapped youth;

"(3) conducting demographic studies which provide information on the numbers, age levels, types of handicapping conditions, and services required for handicapped youth in need of transitional programs;

"(4) specially designed vocational programs to increase the potential for competitive employment for handicapped youth;

"(5) research and development projects for exemplary service delivery models and the replication and dissemination of successful models;

"(6) initiating cooperative models between educational agencies and adult service agencies, including vocational rehabilitation, mental health, mental retardation, public employment, and employers, which facilitate the planning and developing of transitional services for handicapped youth to postsecondary education, vocational training, employment, continuing education, and adult services; and

"(7) developing appropriate procedures for evaluating vocational training, placement, and transitional services for handicapped youth.

"(c) For purposes of subsections (b)(1) and (b)(2), if an applicant is not an educational agency, such applicant shall coordinate with the State educational agency.

"(d) Projects funded under this section shall, to the extent appropriate, provide for the direct participation of handicapped students and the parents of handicapped students in the planning, development, and implementation of such projects.

"(e) The Secretary, as appropriate, shall coordinate programs described under this section with projects developed under section 811 of the Rehabilitation Act of 1973.

B. Revised Administrative Rules for Special Education (Michigan State Board of Education) (Effective July 1, 1987)

1. Intermediate School District Plans

Section 1.7 (3). Describe the procedure used to utilize the information gained from the 1 year follow-up to modify the delivery of special education programs and services. The follow-up system shall include a procedure used for determining the school-community adjustments of handicapped persons for at least 1 year following termination of their special education programs and services.

A Format for Organizing Individual Transition Objectives and Student, Parent/Guardian, School and Related Agency Personnel Actions *

Community Functioning Transition Plan

Student: _____ Age: _____ Years Remaining in School _____

Student Objective	Student Related Action	Parent/Guardian Action	School or Teacher Action	Adult Service Agency Action
1. Long Term Goal **Mary will learn the route from present home to vocational site at the university; hospital and will ride the bus independently. Time Line: 8 months.**	1. Mary will be responsible for bringing her bus ticket and/or money daily and determining the correct time to "catch" the bus.	1. When convenient, accompany Kim on route on weekends.	1. Provide instruction 3 times each week to and from the vocational site.	1. None at this time
2. When the future domestic environment has been selected and determined, Mary will take the city bus or some other form of alternative transportation to vocational environment. Time Line: 8 months.	2. None at this time.	2. Explore transportation options available and accessible to domestic environment.	2. Provide instruction initially 3 times per week.	2. The person and agency responsible for domestic supervision will monitor function.
3. Mary will get up, get ready for school and prepare a simple breakfast with a minimal level of assistance. Time Line: 8 months.		3. Fade morning supervision to assure that Mary can be reasonably independent. Get an alarm clock for Mary.	3. Continue to provide instruction on meal preparation.	3. None at this time.

* From L. Brown et al. (1982, Educational programs for severely handicapped students, XII. Madison Metropolitan School District).

A Format for Organizing Individual Transition Objectives and Student, Parent/Guardian, School and Related Agency Personnel Actions *

Domestic Transition Plan

Student: _____ Age: _____ Years Remaining in School _____

Student Objective	Student Related Action	Parent/Guardian Action	School or Teacher Action	Adult Service Agency Action
1. Long Term Goal **Mary will live in a semi-supervised apartment and will be responsible for meal planning, purchasing, cooking, cleaning and self-care.** Time Line: December 15. Then review again.	1. Mary should choose friend(s) with whom she would like to live.	1. Initiate or maintain ongoing communication with school and post-school domestic agency and aid in the determination of the Least Restrictive Living Environment, possible roommates, financial resources, etc. a. keep a log of all communications; b. examine options available; c. determine most appropriate placement for son/daughter; 2. On weekends, parents and their son/daughter should utilize environments close to the future domestic site.	1. Provide instruction in the actual future domestic environment or the closest approximation possible during the time period when student actions are necessary. In order to accomplish this, the school should: a. communicate strategies and progress to post-school agency and parents. Time Line: ongoing; b. provide a "transition" teacher to work simultaneously with post-school agency personnel. Time Line - September; c. eventually transfer instructional responsibility to post-school agency personnel. Time Line - April.	1. Plan and attain funds for domestic environments and the necessary supervision for the student. Plan a strategy for attaining information from parents/guardians and school regarding previous intervention and progress. a. provide a staff member to work concurrently with school personnel involved in domestic training Time Line: April.

* From L. Brown et al. (1982, Educational programs for severely handicapped students, XII. Madison Metropolitan School District).

STUDENT PLANNING FOLDER

Name _____ ID# _____ DOB _____ Soc Sec # _____

Address _____ Zip Code _____ Ph. No. _____

Parent/Guardian Name _____ Program _____

Credits Required to Graduate

Total _____ English _____ Math _____ PE or ROTC _____ Electives _____

Social Studies _____ (Voc. and Science included) Work Experience _____

Year 1 _____ **Year 2** _____ **Year 3** _____

1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
English		English		English		English		English		English	
Math		Math		Math		Math		Math		Math	
Soc. St.		Soc. St.		Soc. St.		Soc. St.		Soc. St.		Soc. St.	
PE or ROTC		PE or ROTC		PE or ROTC		PE or ROTC		PE or ROTC		PE or ROTC	
WES		WES		WES		WES		WES		WES	
Electives		Electives		Electives		Electives		Electives		Electives	
A.		A.		A.		A.		A.		A.	
B.		B.		B.		B.		B.		B.	
C.		C.		C.		C.		C.		C.	
D.		D.		D.		D.		D.		D.	

Summer School
A.
B.
Work Exper. Description
1.
2.

TOTAL ACADEMICS _____
WORK _____

Summer School
A.
B.
Work Exper. Description
1.
2.

TOTAL ACADEMICS _____
WORK _____

Summer School
A.
B.
Work Exper. Description
1.
2.

TOTAL ACADEMICS _____
WORK _____

Year 4 _____ **Year 5** _____

1st Semester		2nd Semester		1st Semester		2nd Semester		Comments
English		English		English		English		
Math		Math		Math		Math		
Soc. St.		Soc. St.		Soc. St.		Soc. St.		
PE or ROTC		PE or ROTC		PE or ROTC		PE or ROTC		
WES		WES		WES		WES		
Electives		Electives		Electives		Electives		
A.		A.		A.		A.		
B.		B.		B.		B.		
C.		C.		C.		C.		
D.		D.		D.		D.		

Summer School
A.
B.
Work Exper. Description
1.
2.

TOTAL ACADEMICS _____
WORK _____

Summer School
A.
B.
Work Exper. Description
1.
2.

TOTAL ACADEMICS _____
WORK _____

Career Exploration

Date	Location	Date	Location

Vocational Assessment Information (formal and/or informal)

Date	Instrument	Results

This is not a state-mandated form; it is only an example.

Transition Plan
Grades 9 and 10

Transition Planning Areas	RECOMMENDATIONS Anticipated Services, Placement, Other	RESPONSIBILITIES		TIME LINE Initiated/ Completed
		Parent/Student	School/Agency	
Personal/ Family Relationship				
Medical Services/ Resources/Other				
Personal Management				
Vocational Assessment/ Training				
Transportation				
Financial/ Income				
Leisure/ Recreation				
Legal/Advocacy Services				
Living Arrangements				
Other				

Comments: _____

This is not a state-mandated form; it is only an example.

Transition Plan
Grades 11 and 12

Transition Planning Areas	RECOMMENDATIONS Anticipated Services, Placement, Other	RESPONSIBILITIES		TIME LINE Initiated/ Completed
		Parent/Student	School/Agency	
Personal/ Family Relationship				
Medical Services/ Resources/Other				
Personal Management				
Vocational Assessment/ Training/Placement/ Work Experience				
Transportation				
Financial/ Income				
Leisure/ Recreation				
Legal/Advocacy Services				
Living Arrangements				
Other				

Comments: _____

This is not a state-mandated form; it is only an example.

TRANNSITION PLAN
Postst-Graduation

VOCATIONAL PLACEMENT:

___Competitive Employment — Selected Occupation(s) _____

___Post Secondary Education — Institution _____

Program _____

___Supported Employment — Selected Employment Station _____

_____

___Other — Description _____

_____

RESIDENTIAL PLACEMENT:

___Independent Living — Location _____

___Supported Living (Group home, dorm, etc.) _____

_____

___Living with Relative _____

___Other — Description _____

_____

TRANSPORTATION:

___Public Transportation ___Driver's License ___Own Car ___Relative's Car

___Other Describe _____ Special Requirements _____

_____

OTHER:

___Leisure Time — Description _____

_____

TRANSITIONAL PLANNING:

Student Needs _____

_____

AGENCY	CONTACT PERSON	INFORMATION NEEDED	DATE	COMMENTS
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____

Comments _____

_____

_____

_____

_____

_____

This is not a state-mandated form; it is only an example.

Areas To Be Considered When Developing Transition Plans

FINANCIAL/INCOME

- Earned Income
- Unearned Income (gifts/dividends)
- Insurance (life, annuities)
- General Public Assistance (H & W)
- Food Stamps
- Supplemental Security Income (SSI)
- Social Security Benefits
- Trust/Will or Similar Income
- Other Support

LIVING ARRANGEMENTS

- With Family
- Adult Foster Care
- Intermediate Care Facility for Mentally Retarded (ICF/MR)
- Shelter Care Group Home
- Specialized Shelter Care Group Home (training)
- Semi-independent (supervised) Living
- Share Living (roommate)
- Independent Living (own house/apartment)
- Other

LEISURE/RECREATION

- Specialized Recreation/Social Activities (Special Olympics, People First)
- Sports or Social Clubs (YMCA, Scouts, health clubs)
- Community Center Programs
- Community Colleges (craft classes, art, music)
- Parks and Recreation Programs
- Hobby Clubs
- Independent Activities (e.g., bowling, tennis, etc.)
- Church Groups

MEDICAL SERVICES/RESOURCES

- Medical Care: Intermittent Care, Daily (long-term) Care
- Medical Services: General Medical Services (check-ups, etc.), Medication Supervision, Dental Care
- Medical/Accident Insurance
- Financial Resources Group Policy Available, Individual Policy, Medicaid, Other

VOCATIONAL TRAINING PLACEMENT:

Post Secondary Education

- On The Job Training (OJT)
- Joint Training Partnership Act (JTPA)
- Community Colleges/Universities
- Vocational Technical Centers
- Community Based Education & Training
- Competitive Employment
- Supported Work Models
- Volunteer Work
- Rehabilitation Facilities

PERSONAL MANAGEMENT

- Household Management
- Money Management
- Social Skills
- Hygiene Skills
- Personal Counseling/Therapy: Behaviorial, Occupational, Physical, Speech/Language/Hearing, Vision, Drug/Alcohol Abuse, Family Planning/Sex Education
- Safety
- Parenting Skills

TRANSPORTATION

- Independent (own car, bicycle, etc.)
- Public Transportation (bus, taxi, train)
- Specialized Transportation (wheelchair, van)
- Specialized Equipment (electric wheelchair)
- Transportation

ADVOCACY/LEGAL SERVICES

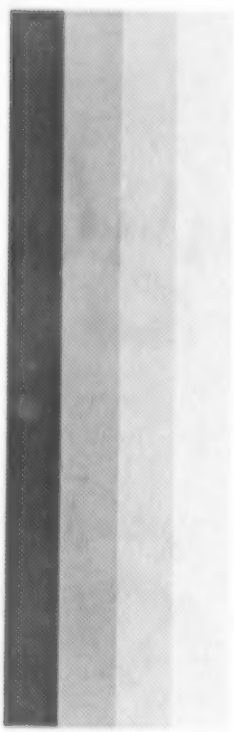
- Guardianship/Conservatorship
- Wills/Trusts, Other

PERSONAL/FAMILY RELATIONSHIPS

- Counseling: Genetic, Family, Individual, Marriage, Crisis
- Health Aide/Home Attendant
- Support Group
- Respite Care
- Tax Deduction for Developmentally Disabled Individuals Who Reside at Home
- Visiting Arrangements
- Churches

***

Appendices



TMI/SMI Programming

A Model for Secondary Programs Serving the Low Incidence Population of Students

A. Definition

The low incidence population of students who attend programs utilizing a departmentalization model will experience a school schedule which is common to secondary regular education buildings. Students will attend up to six classes per day, moving from classroom to classroom during a "passing time" regulated by a bell system. Students will receive instruction from more than one teacher, and their skills will be assessed according to the goals and objectives identified for each individual course.

Under the departmentalized design, a student is placed on a course of study leading to a certificate of program completion (not leading to a diploma). Students may participate in a graduation ceremony (program and/or school ceremony) when they complete their course of study.

The ideal setting for a departmentalized program is in a regular junior high school and/or high school building. In this setting the program can build a comprehensive alternative curriculum which utilizes campus facilities available to regular education students to provide a normal high school experience for the impaired student.

B. Rationale

In response to LRE guidelines, several programs for the low incidence population of students have moved into regular education buildings. In many cases the program design is self contained, operating on a model dissimilar from the secondary building mode of operation. Although the location of these classrooms in regular education buildings adhere to the LRE principle, adoption of the departmentalized model moves programming a step closer to an educational setting which promotes even further normalized integration.

A typical junior high or high school experience includes changing classes on the hour, being taught by different instructors, following a course of study, and anticipating graduation. Inherent in these experiences is gradual movement toward independence and self accountability, prerequisite skills for adult life roles and responsibilities.

Independence is encouraged for regular education students through movement away from the self contained environment; accountability is encouraged through the fulfillment of grading requirements and adherence to a school code of conduct. A comprehensive and rigorous departmentalized secondary program for the low incidence population of students promotes these same expectations for the impaired student. By providing age appropriate educational expectations, TMI/SMI students will be prepared for worker and citizen roles in the community.

Equally important is the opportunity for the impaired student to personally identify with a normal high school experience. A departmentalized program can provide experiences such as receiving a schedule of classes for the semester, a computerized report card generated form the data center, and a student identification card. Students may also be expected to "dress" for the physical education class, open a combination locker in the hallway, and shop in the school store. As the students attend school activities, they increasingly understand and demonstrate a sense of school "pride" common to most regular education students.

For those impaired students who have a sibling(s) or neighborhood friends who attend the same school, other personal rewards are obtained from the discussion of similar activities experienced during a school day, e.g., getting to class on time, earning an "A" in a class, and buying a class ring and yearbook, are experiences all high school students share.

C. Curriculum

The design of the curriculum for a departmentalized program reflects a course of study leading to a certificate of program completion. Courses offered in the course of study should focus on teaching skills which cover the traditional roles of adults in our society, e.g., citizen, family member, worker, and leisure time consumer. Courses may include: personal adjustment, home living skills, work training, daily living skills, functional academics, and building and campus orientation.

The curriculum should include course descriptions with annual goals and instructional objectives for each course offered in the course of study.

The teaching of course objectives should utilize a variety of instructional strategies and educational environments. They should include but should not be limited to: task analysis, partial participation, and community based instruction.

Minimum criterion requirements for passing each course should be outlined in a grading policy. The grading policies should be shared with both student and parent(s). Individual student progress on the course of student is recorded on the report card and at the annual IEPC. More specific and concrete explanation of progress on the course of study can be shared with the student using individual checklists and progress graphs, and with clothing insignias such as letters and pins which represent achievement levels on the course of study.

D. Teacher Roles

A program may departmentalize with two or more special education teachers. Teachers are responsible for classroom instruction and case manager duties.

As instructor, the teacher must plan, prepare, and provide daily instruction according to a course description with annual goals and instructional objectives. The instructor is also responsible for implementing a method of ongoing assessment of each student's progress and which accurately reflects the grading policy for each class.

As case manager, the teacher is responsible to hold annual IEPCs, monitor individual student progress on the course of study, implement objectives not included in the course of study, assist in individual student scheduling, maintain regular communication

Partial Participation

There are significant variances in need and ability in both the intellectual and physical capability ranges represented by students within TMI/SMI categories.

A concept referred to as partial participation may be helpful in applying the information in this chapter to the various groups represented among SMI/TMI students. Partial participation suggests that students should be allowed to participate at whatever level they are able to participate and to the extent to which they are able to participate without being excluded from activities because they cannot complete the entire activity. The goals we establish for students should be realistic, and should consider each student's current abilities.

As a minimum, the concept of partial participation should recognize:

- Instructional strategies should reflect sequential developmental progressions of skills.
- Students should only be involved in activities in which they can participate with dignity. Programs should attempt in every way possible to provide normalized activities for all students.
- Programs should not exclude students from an activity because they cannot complete all the prerequisites or all the component parts of the activity.
- Program adaptations must routinely be provided to afford students access to normalized activities.
- All programs must be guided by the goal of reaching the maximum independence of each student.

***

COMMUNITY BASED INSTRUCTION

A. Definition

Community based instruction emphasizes functional skill training within natural settings. In this model, the student's community becomes the expanded school environment in whichs/he lives, plays and works. The community serves as the source of curriculum content and as the training site.

B. Rationale

Community based instruction evolved from a body of research which demonstrated that individuals with severe disabilities have difficulty transferring or generalizing skills learned in one setting to a new setting. Therefore, the rationale suggests that providing instruction in a variety of community settings should enable those students to function more ably within a variety of community environments.

C. Domains

Community based instruction is applicable to the development of skills across all life role areas:

- citizen
- family/housing
- worker
- leisure

The curricular components which correspond to those life roles include:

- community
- domestic
- academic
- vocational
- leisure/recreation

The motoric and communication curriculae domains, which apply across all settings, also can be taught using community based instruction.

D. Ages

Community based instruction should be available to all students who regularly participate in nonschool training. Community based instruction should increase proportionately as students age.

E. Implementation Strategies for Community Based Instruction

Four key issues to be considered in implementing community based instruction include:

- staffing
- scheduling
- costs
- transportation

F. Staffing

Community based instruction requires school staff to be utilized in nontraditional roles. In addition, full implementation of the model also may require that additional staff be utilized. The following are suggested staffing strategies:

1. Cooperative or team teachers. One teacher could be in the community with a small group of students, while the remaining students are in the school with a paraprofessional, under the supervision of the team teacher in the building.

2. Support personnel. Speech teachers, nurses, social workers, psychologists, occupational therapists, and physical education teachers can each participate in community based instruction, by implementing their goals and objectives in natural settings.

3. Volunteers. Individuals such as parents, nonhandicapped students, college students, and senior citizens can be systematically trained to assist in the implementation of community programs.

4. Consultants. A full- or part-time professional can travel from school to community sites in a consulting or planning role, or can function as the initial trainer at a community site.

5. Temporary Assistance. Paraprofessionals and/or substitute teachers can be used to provide release time to teachers in planning/initiating community based instruction, sharing expertise, and/or training others to implement or carry out the instruction.

6. Teachers & Paraprofessionals in Community Proximities. Teachers and paraprofessionals could work with students in small groups in close proximity to each other, yet each group would function independently. The teacher would be available in the case of an emergency, yet s/he would only interact with the students in his/her group.

7. Multiple Use Environments. Community environments which can serve multiple purposes can be used. For example, a large grocery store can be used to teach a group of students to purchase a loaf of bread, while, simultaneously, another group is developing the vocational skill of returning grocery carts, and still another group is learning to order lunch from the fast food counter in the store.

8. Heterogeneous Student Groupings. Classes of students with heterogeneous needs could be grouped together so as not to overburden any one class. This type of grouping allows more flexible staffing assignments and provides the additional benefit of students being able to learn from each other.

G. Scheduling

One community instructional., setting can be used to teach a variety of skills across multiple curricular domains. For example, a visit to a fast food restaurant can emphasize instruction in motor skills (walking to the restaurant, opening the milk carton), communication skills (ordering food), functional academics (reading the menu, paying for the order), socialization skills (interacting with peers), and vocational awareness (observing a variety of jobs being performed in the restaurant).

H. Costs

Full implementation of a community based education nodel requires school district (LEA) monetary support, which is often a slow process. In the interim, there are several possibilites for both initial and ongoing sources of monetary support:

1. use of classroom instructional supplies budget

2. use of district career education money

3. use of funds allotted per class by the school's student government
4. request for funds from school or area PTO
5. establishment of open purchase order accounts between the school and local merchants
6. writing for local/state/federal grant monies from agencies and governments
7. performance of services by students in exchange for use of environments as training sites
8. reduced fare bus passes for students
9. running a school restaurant, or other service to generate training and a general use funds
10. structuring shopping around family purchases with families providing a list of needs and money
11. opening a bank account at the beginning of the school year to which parents/caregivers contribute a set amount to finance unbudgeted training needs, such as meals and transportation

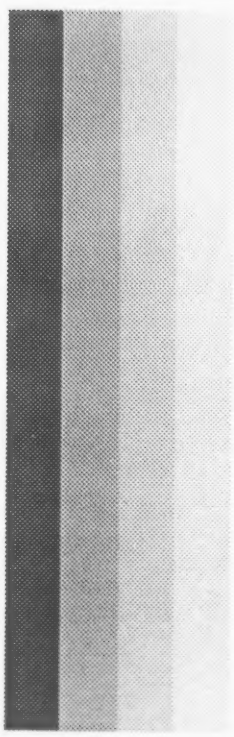
I. Transportation

Since a community based educational model requires extensive use of the community for assessment and training, a flexible transportation service is necessary. Possible transportation strategies to foster community based instruction include:

1. selection of training sites within walking distance of school
2. use of volunteer drivers (e.g., parents)
3. coordination of regular bus outings with community training
4. use of public transportation, where available
5. use of school shuttle buses with appropriately licensed school staff serving as drivers

***

Resources & References



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NOTES